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ABSTRACT

A project ascertained needs and interests of adults in the community in the area of life coping skills by conducting an evaluation of former students at M.O.M.E. Learning Center in Orland, Maine. Forty completers and forty drop-outs from a low income, rural sample were interviewed using a non-directive interview approach that focused on past needs met and suggested future topics for courses. Participants completed Bosher's Education Participation Scale and Rotter's Scale of Locus of Control. Responses to the Education Participation Scale were factor analyzed and a one way analysis of variance was carried out to test the null hypothesis of no difference between groups of completers and dropouts. Seventeen demographic variables considered concerned age, sex, family make-up, education level, occupation, and participation or drop-out influences. Findings were that completers were significantly older than noncompleters, were significantly more likely to have high school-age children, had a significantly higher level of education, and were more likely to have completed academic courses if they had completed a Life Coping Skills course. Completers were significantly more likely to enroll in a Life Coping Skills course for social contact reasons. There was also a strong trend for completers to enroll for reasons of cognitive interest more than noncompleters. (YLB)

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ADULT EDUCATION LIFE COPING SKILLS PARTICIPANTS: A RURAL MAINE CASE STUDY OF ADULT NEEDS, INTERESTS AND MOTIVES

By

Deborah Krichels Wilson

Submitted in Partial Fulfillment of the
Requirements for the Degree of
Master of Science
in Human Development

The Graduate School
University of Maine at Orono
August, 1979

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ADULT EDUCATION LIFE COPING SKILLS PARTICIPANTS: A RURAL MAINE CASE STUDY OF ADULT NEEDS, INTERESTS AND MOTIVES

By Deborah Krichels Wilson

An Abstract of the Thesis Presented in Partial Fulfillment of the Requirements for the Degree of Master of Science (in Human Development) August, 1979

At the H.O.M.E. Learning Center, Orland, Maine, eighty Life Coping Skills participants from a low-income rural sample were interviewed. The sample consisted of forty completers and forty drop-outs. A non-directive interview approach was used focusing on past needs met and suggested future topics for courses. Participants were asked to complete Boshier's Education Participation Scale and Rotter's Scale of Locus of Control. Responses to the dialogues were clustered by topics in an evaluation. Responses to the Education Participation Scale were factor analyzed and a oneway analysis of variance carried out to test the null hypothesis of no difference between groups of completers and drop-outs. There were seventeen demographic variables considered in this study concerning age, sex, family make-up, education level, occupation, and participation or drop-out influences.

According to a oneway analysis of variance completers in this sample were significantly older than non-completers, ($p < .003$) were significantly more likely to have high school

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age children, ($p < .054$) had a significantly higher level of education, ($p < .001$) and were more likely to have completed academic courses if they had completed a Life Coping Skills course. In terms of the Rotter Scale a oneway analysis of variance between completers and non-completers failed to reveal any significant difference between scores. According to a oneway analysis of variance between completers and dropouts, completers were significantly more likely to enroll in a Life Coping Skills course for social contact reasons. ($p < .033$) There was a strong trend ($p < .09$) also for completers to enroll for reasons of cognitive interest more than non-completers.

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CHAPTER I

STATEMENT OF PURPOSE

Throughout Maine Life Coping Skills have been taught to adults as part of the state-wide Adult Education program, but this segment of it has not been evaluated at any point anywhere within the state. It is in keeping with two major tenets of Adult Education that this project was undertaken: One, that programs be designed according to needs assessments, and two, that learning processes be in harmony with the expressed adult needs of the program's community. The intention of this project was to ascertain needs and interests of the people in the community in the area of life coping skills by conducting a thorough evaluation of former students at H.O.M.E. Learning Center in Orland, Maine where there has been an ongoing program for seven years. They were interviewed with particular reference to their motivation in relation to life coping skills curriculum. Interest in these needs and expectations of adults was preceded by the recognition that they have a broader environment affecting their learning process than that of the classroom. This motivation orientation concept has been used since 1971 in research which has described the social and psychological determinants of participants in Adult Education.

"The nature of the individual learner and reason for participation is an important starting point for any research on adult education. An understanding of why adults participate

would facilitate the growth of theory and models to explain participation, throw light on the conceptual desert that underpins Adult Education drop out research, and enhance efforts to increase the quantity and quality of learning experiences for adults." (Boshier, 1971, p. 3)

The Setting

H.O.M.E., Inc. began in the spring of 1970 with people concerned with the development of a way to provide income and employment for the rural poor in the Washington-Hancock County area of Maine. It identified itself as a non-profit, non-denominational chartered corporation called Homeworkers Organized for More Employment (H.O.M.E.), marketing homemade merchandise. Eight years later it has expanded to work as an organization of collaborative departments, all of which include the aspects of rural poverty, survival, co-operation and self-sufficiency. H.O.M.E. is a multi-faceted community organization. Because of its co-operative leanings and a multi-level involvement with people, H.O.M.E. is not a social service agency with the traditional problem-client orientation, and the emphasis is on peer involvement within the programs. H.O.M.E. operates on actualities, not professed ideologies. It aims to help people gain control over their lives through outreach programs, education, and the marketing of crafts.

There are three departments at H.O.M.E. with 15 major ongoing projects. In a capsule, they do the following:

a) Retail stores: located in Orland, Castine, and Bar Harbor, with an outlet in Boston.

b) Wholesale Marketing: is through a mail order catalogue which is updated yearly. Marketing is carried out through the U.S.

c) Craft Shops: Five production shops are located at H.O.M.E. in Orland: stitchery, weaving, pottery, leather and woodworking. Each of these shops is organized somewhat differently, ranging from co-operatives of craftspeople to being run by a single craft person. Often during summer months, youth from the community are taken on as apprentices. Craft classes of all sorts also take place during the winter months in the shops.

Learning Center

The Learning Center serves 300-400 adults and adolescent students per year in a variety of programs:

a) Adult Basic Education and Life Coping Skills: is intended for adults wishing to upgrade basic skills in reading, math, and life coping skills. Classes and individual tutoring are available. Through a small mobile library, books, magazines and other reading materials are transported to people who are isolated and unable to come to the center. Life coping skills are offered in subjects like parent education, sex education, and communication.

b) High School Diploma Program: is offered to students who have dropped out of local high schools, or to others in

the community wishing to return to school. H.O.M.E. has a cooperative arrangement with Bucksport High School whereby students studying at H.O.M.E. receive a B.H.S. diploma on completion of their studies. Students are required to reach a certain level of competency in reading and math in addition to the other normal state requirements for high school graduation.

c) Foods and Nutrition program: focuses on nutrition, foods and health. Staff members teach classes in the Learning Center, work with community groups (Bucksport Regional Health Center, Extension Service, Senior Citizen groups) to improve people's awareness of good nutrition and its relation to health.

d) Experience Based Career Education program: is a student centered, community based program which allows for a good deal of student initiative and flexibility. Students develop projects (with a Learning Coordinator) which help them to develop academic skills and to explore careers. Sixty learning sites have been developed in the community.

e) Craft and Self-Sufficiency Skills: is a program which focuses on craft training for people who are interested in learning a craft for personal enrichment, or for supplementing their income. Craft courses are offered in a variety of areas at different levels. Self-sufficiency courses are offered in subjects ranging from small engine repair to owner built homes to cheese making to farm related subjects.

f) Day Care Center: serves children from 3-6 years old every day from 8:00 a.m. to 5:00 p.m. The Center serves children of staff, community children and children of adults attending classes.

Special Programs

a) Family Farms Project: Housing particularly for low-income families is a severe problem in rural Maine. This project is assisting a group of families to use land co-operatively, to design and build houses.

b) Volunteer Program: During school holidays and summertimes, volunteer groups come and spend a week or two assisting low-income families in Hancock County with clearing yards, building animal sheds, haying, painting, insulating, and helping with fire wood.

Organization and Funding

There is a 15 member board elected annually at an annual membership meeting. One becomes a voting member through a membership fee in the craft or other project co-operatives, or through a labor contribution. This board meets monthly and is responsible for the overall decision-making and direction of the organization. Each program is autonomous, but part of the whole, with individual directors or core decision-making groups. In particular the Learning Center has a Program Planning Committee made up of its staff, part-time teachers and other interested H.O.M.E. and community participants, who decide on overall program planning matters.

As with the rest of H.O.M.E. the program is sustained in part by grants, local sources of funding and foundations. Contributions to the program are made through both part-time and full-time staff and volunteers. For the year 1977-1978 the Learning Center's budget was: Adult Basic Education - $17,440.00, Career Education for Exemplary Programs - $6,334.00, Bucksport High School Student Tuition - $5,674.68, and Course Contracts - $2,000.00 and Fund Raising and Donations - $713.33. Due to a change in federal guidelines for vocational technical training the Learning Center lost $22,750.00 in Programs for the Disadvantaged monies, which financed the craft and sufficiency skills programs. Finally, although it has the status of an Adult Education program, it is unique in that it is not part of a public school program, thereby giving it the tax-supported facilities and advantages of other built-in funding and materials. Also, the courses are offered without charge.

The Learning Center is open five days and four nights a week with a limited program throughout the summer and on weekends. Also the center is available for community activities as well as other H.O.M.E. activities over the weekends and summers. There is a literacy goal for all courses. As many as sixty-eight courses were offered in 1977-1978 with students from thirty-six surrounding towns. Credit guidelines are in accord with state guidelines for adult education, and therefore, credits are transferrable. However, the trend now is toward fewer courses and more tutorial and individual

programs to both serve the neediest students and to reduce the number of drop-outs in this target area.

Life Coping Skills Definition

Life coping skills courses, though instructional in nature, deal mostly with family and individual development in courses such as Parent Education, Values Clarification, P.E.T., Sex Education and Improving Family Relations. Life Coping Skills focus strongly on self-concept building so that participants will be able to develop coping skills abilities. These skills are clearly defined by the Appalachian Adult Education Center in Kentucky as abilities to (1) recognize the everyday survival problem as an information need; (2) locate information in the problem area; (3) process that information; and (4) apply the information to help solve the problem. It is imperative to life coping skills instruction that new knowledge and skills be applied to daily problem solving, that materials and methods be used that teach the transfer of knowledge to everyday tasks, and that courses consist usually of instruction in areas concerning everyday situations.

Personal and Value-Laden
Reasons and Questions

An interest in the interpersonal and its effects on learning influenced the topic choice for the present study. From this impetus grew an interest in student motivation, especially that of completers and drop-outs. How did their attendance motives differ? Boshier's work on congruence and

goodness-of-fit in students' participation was impressive and very meaningful to the adult education program in question.

On a practical level, it was the opinion of this writer that a great deal of energy was being expended in adult education centers in general. Despite this, the national and state drop-out rates consistently holds at close to fifty percent. Knowing the importance of first interviews and classes for adult education students, their initiation was a focal point. Since most interview forms imply a socially desirable answer in the opinion questions that they ask, an attempt was made to try to get people to speak for themselves. Hopefully, this would further a more satisfying educational set-up or program of study.

In terms of the present study, the rationale was to use scientific research for the practical problem at hand, in other words, to be able to apply it. The writer felt a need to develop a vernacular to bridge the gap between traditional research techniques and their practical application. Therefore, the first step in scientific research, that of observation in the form of a non-directive interview, was used together with the instruments. Boshier's Education Participation Scale was applied. It was quick and simple. People wanted to talk about the items it contained; they were not threatened.

The Education Participation Scale perhaps could answer important questions pertaining to motives of respondents.

The dominant questions were:

Does it predict?

Do these areas match up with the ideas of incongruence and drop-out?

Are scores affected by variables such as age, sex, occupation, family, education, participation and non-participation?

CHAPTER II

REVIEW OF PERTINENT LITERATURE AND RESEARCH

Research orientations for this study ranged from the broad and ideological to the specific and practical. The search began with adult education theory, in general, and spread into literature on life-cycle development, rural low-income and third world survival needs and alternatives. Attention then was focused on the technical aspects of the instruments and their practical application to ongoing adult learner needs. At the same time, inferred guidelines for non-directive interview attitudes were absorbed from research literature and actual sociological studies. This review of literature aims at an eclectic approach to topical studies, and concludes with research that appears to bridge the theoretical to the practical in terms of applicability.

Adult Education Theories: Toward a Definition

Traditional adult education theory presupposes the action of a subject (the teacher) upon an object (the returning learner). Contemporary theoriests try to offset this by giving alternative titles to teachers, such as learning facilitator, leader, lecturer, practitioner, adult educator, as well as by the notion of andragogy versus pedagogy. (Knowles, 1970) This last amounts to a philosophy of empathy in learning situations. The concept of adult education as

andragogy is important to this project in that it gives shape to a theory that distinguishes the adult learner from the elementary or secondary student. It supports the concept of relearning and reeducation on a peer level. Knowles does not say, as some critics suggest, that the qualities of andragogy are not applied at other levels of education. The process merely differs. He posits the use of the original meaning of the word andragogy (leader of men) instead of pedagogy (leader of children). The term has been widely accepted by Canadian, Australian and European educators since 1948 to emphasize a difference between youth and adult learners. Knowles' concentration on the word merely strengthens the unique qualities of adult learners as self-directed not dependant, contributing worthy life experiences to the classroom, chosen not compulsory learning, and an orientation to learning that is problem-centered not subject centered. This ideological assumption and theory of andragogy have a root force that strongly questions the impersonal, lecture-oriented institutional situations of adult education programs that do not assess the needs and interests of the returning learner.

Somewhat antithetical to andragogy is Verner's (1974) definition, which has been described as evolving from operation analysis and change theory.

> Adult education is any planned and organized activity provided by an individual, an institution, or any other social instrumentality that is intended specifically to assist an adult to learn and which is under the immediate and continuing supervision of an instructional agent who manages the conditions for learning in such a way as to facilitate the successful achievement of the learning objectives.
> (Dickenson, 1978, p. 5)

This definition excludes the self-directed learner and emphasizes the teacher. It is interesting to note that Knowles also has been criticized for the brevity of the third part of his book, which is concerned with the design of learning activities. What critics have failed to realize is that the subject matter for Part III is inherent in the preceding two sections: first, the role of andragogy, and second, its practical application to the needs and interests of students.

Aker, in The Learning Facilitator (1976), puts forth his optimistic faith in human potential for growth. In this paper Aker synthesizes research on teaching effectiveness by outlining fifteen qualities for effective facilitators, most of which add up to achieving reciprocal learning settings. Knowledge of a subject alone is not enough, unused and without action, but must be coupled with understanding the learning process so that it is used, tested, and acted upon.

For the purposes of this study, adult education methodology does not educate the teacher/resource person in the developmental processes and psycho-social modes of adult behavior in its different life stages. A successful method in life coping skills would flow from an understanding of the

subject matter requested and actual needs and processes of particular groups of learners.

Life-Cycle Development and Learning

Needs and processes translate into transitions from pre-adult to adult attitude changes, and translate again into social roles and psychological maturity that is culture bound. According to the study, Transition from Childhood to Adulthood: A Longitudinal Study of Attitude Change Over Four Years,(Boshier, 1977) roles and their associated experiences account for about 50% of the variance in attitude change, with historical events making up the other 50%. In this four year study of adult transitions and social roles, an age definition proved useless. Boshier also clearly accepts a definition of adult education practice couched in terms of social role theory, and does not extend the explanation into personality concepts. Though he refers to difficulties in distinction between social roles and personality, his study deals with two definite questions: growing self-directedness in adulthood, and the connection of social roles with attitude change during the transition from pre-adulthood to adulthood.

Andrea Walter (1976) speaks of a need to step back and see the place of education in the individuals served, and the place of life-span development findings in adult education. Role demands may have a positive or negative, major or minor effect on students' responses to adult education. She cites

both psychological and developmental theory, saying that adult development must encompass both psychological and social factors as well as physiological, economic, vocational, religious and political factors. She makes a pertinent allusion to the use of biography methodology by Charlotte Bühler and Else Frankel-Brunswik, as well as to Maslow and Erikson.

Vivian McCoy (1977) connected the way adults defined their adult learning needs with messages that adults looking for counseling and advice give regarding their own learning needs. In terms of the development of adults in their life-span, the effects of changing social institutions and the use of andragogy to teach needed knowledge and skills, the author suggests that researchers ask, "What do clients teach counsellors?" Adults had pointed out to her that the approach and theories were wrong. Life-cycle theory is limited in that few minority group members, women, and working class men have been studied. However, the developmental aspects are helpful in terms of personal and social changes and self-worth patterns. What McCoy recognized in her clients was a need for a healing and mending process, which, translated into adult education jargon, is humanistic education, or education for life. The author cited a two year best seller, Passages (1977) by Gail Sheehy, as an indicator of an expressed need by the public for this information of life cycles. The validity of her statement lies not only in the value of this particular book to clients, but its value to the above-mentioned biography methodology.

Smith and Haverkamp (1977) take theories of adult relearning needs and use a phrase, "learning how to learn." As Walter (1976) described a need to step back in research, so also do Smith and Haverkamp speak of a need to understand the nature and implications of adults learning how to learn. These include:

1. Learning problems.
2. Learning how to help adults learn concepts of learning, how to learn, self-understanding, as well as learning in an informal context.
3. Identifing needed research.

According to Manzo et al. (1975), to educate Adult Education students there is a need to know and understand them to such a degree that there can be teacher-student empathy. However, the drop-out rate does not allow enough time or enough contacts to get to know students quickly enough to reach them before they drop out. The purpose of the study was to find instruments that could be used easily in the classroom to gain useful knowledge and general information about students and their learning styles. Conclusions from the Luscher Color Test, Manzo Bestiary Inventory, and the Learning Preference Inventory showed a greater variability in personality traits and temperament within the groups than between them. However, by the author's own admission there are too many limitations to the use of these instruments. Although they are valid tests of stress and preferences and require little or no reading, there is a problem of obscure reasoning from the choices and

descriptions and their possible interpretations. Also, these tests were designed for use with people under more than usual amounts of stress.

Cognitive development and personality theory are the focus of two authors, one admittedly Piagetian in leanings. Bart (1977) sets up a perspective for research stating that the one goal of adult education is the promotion of operational reasoning capabilities of the adult learner. He refers to Piaget's intellectual evolution from adolescence to adulthood. Bosco (1977), concerned with levels of abstraction in adult readers, discusses cognitive development and functioning and its relation to reading comprehension. Literacy is a paramount concern in adult education, but definitions in these terms are hard to apply to this research, whereas social roles, personal motives, attitudes, and life cycles are more easily interpreted and translated into group needs and interests.

Boshier (1977) in his study of transitions and attitude change, asserts this view and bases his theories on thorough research and reasoning. In his earlier work on behavior, Boshier, with Wilson (1973), worked with the psychology of conservatism connecting it at one point with superstition. Referring to Jahode's view of superstition as integral to thinking and responses to the environment, Boshier writes: [it is] "likely that people can be ordered in terms of how much superstitious behavior they exhibit. Also, it is likely that superstition does not exist <u>in vacuo</u>, but is related to other personality variables." (p. 150)

Seesawing back and forth, the research seems accepting of new definitions reaching toward new human understanding. Rokeach entitles a book, The Open and Closed Mind (1960) and writes another on values and value systems (1974) calling a value system "an enduring organization of beliefs concerning preferable modes of conduct or end-states of existence along a continuum of relative importance." (p. 28)

Rural Sociology

From definitions and viewpoints, the research moves to the descriptive in sociology. Research emerges in segments of not only the American culture, but also that of Third World countries. For the purposes of the present family-oriented study, Passages: Predictable Crises of Adult Life, as well as Lewis, Five Families, Agee, Let Us Now Praise Famous Men and Terkel, Working, were invaluable to understanding the art of human observation and the depiction of an environment and its concerns. Culling the subjective with simultaneous objectivity on the part of the observer/interviewer presents easy opportunity for bias. The sociological overviews in these books are as effective as video-tape interviewing. It also may be argued that there is strength in using different ways to describe similar processes, and redefining them in new ways. An eclectic approach to illuminate adult life coping needs has been borne out in theory and research.

The areas of these four books describe intangible and tangible human needs. Sheehy (1977) describes areas of personal need in changing life cycles, especially that of

middle age. Its pertinence to adult education is immense since it addresses target ages. Because this research deals with a low-income rural sample of family-minded individuals, the Lewis and Agee works present descriptive background for a study of basic needs. These authors demonstrate what Maslow (1968) describes theoretically by a hierarchy of human needs in which gratified basic physical and psychological needs equip healthy people with the tools to achieve their highest potentials. Inherent in this theory is one of maturation as well as an ongoing purpose of adult education to meet individual need levels at any level. However, it is in the Agee and Lewis journalistic approach that researchers can learn how basic survival struggles are for rural low-income people, especially in the area of food, housing, and clothing. On a different level, Terkel (1975) describes the scattering of lives within the world of work. The job ethic is strong and in this country many of Terkel's portraits of blue collar jobs are similar to those in the present study.

Focus on Families

Two other areas of literature pivot from this point of society: family sociology and Third World education/sociology. The first area is important to this research because of the problems it mirrors. Examples are Komarovsky's (1964) portrayal of roles, power, and sexuality in the families of blue collar workers, Rainwater's (1967, 1959)

studies of sex, contraception, family planning, and life style values in the working class of this country and Puerto Rico, and Gelles' (1972) analysis of the violent home. Implicit in most of these studies are practical problem-solving ideas. Sussman (1978) presents far-reaching solutions based on the real situation of the family today in both the one-parent or dual work roles and how they are affected by public policy. He advocates ameliorative rather than punitive policies for non-traditional family forms, especially the single parent household. He also supports para-professional community-based programs for families.

Third World Perspectives

Similarly, Nyerere (1976), Hall (1976), and especially Freire (1968, 1973) call for humanistic programs based on survival needs. Generative change is what these sociologists emphasize, one based on an attitude of life/survival that is built on awareness or conscientizacao. (Freire, 1968, p. 101) Freire writes of the importance of praxis, the action and reflection of people on their environment in order to transform it. Generative change, then, arises from this praxis. In adult education and research in the field of literacy, Freire feels strongly about the use of generative words as themes for learning, ones which reflect everyday thinking and emotions. Examples of this in Freire's Brazilian research are a list of seventeen generative words from which programs were created within a cultural synthesis. (Freire, 1973, p. 81f) Vital issues are dealt with in

conjunction with the simultaneous involvement of basic coping skills for social change and the future. The purpose of this problem-solving dialogue producing educational concept is to diffuse fatalistic attitudes toward life, and similar to Maslow, to free people through their own emerging process of awareness. This same generative process Hall refers to in Tanzania when he indicates a need for participatory research, where research reflects the past and future needs of a group, not merely a present static state. (1976) As an example of the far-reaching effect of this type of research, the National Literacy Board of Jamaica has outlined its objectives for adult learner behavior within twelve generative themes which are unmistakably within Freire's generative framework. (1973)

Rural Assessments

The Appalachian Adult Education Center in Kentucky, in relating human characteristics to programs for disadvantaged adults, has isolated what it calls four service groups within the approximately fifty-seven million U.S. adults with less than a high school education. There is fluctuation within these groups usually moving from the fourth group to the first. In summary:

> Group I reflects the secure and self-directed, who can become involved and benefit from social services. Group II is slightly under par for education and employment, very receptive to bettering themselves, but are in a time bind from swing-shift, overtime,

seasonal work, and large families preventing scheduled participation.

Group III has serious reading, math, and employment problems, the latter being short-term and low-paying. They can be reached only on a one-to-one level through recruiting and tutoring.

Group IV is a priority group for Adult Basic Education efforts; this group is unemployed and unemployable with a kind of fatalism that passes from one generation to another. These people give up easily and can be reached only in their homes, because their energy goes toward basic survival, not toward educational change since they can see only their crisis needs. Especially in rural areas these people are restricted from change by an information ghetto. According to the Appalachian Adult Education Center and the Systems Development Corporation logistics studies, it costs three times more to deliver the same service in a rural area than in an urban one. (Appalachian Adult Education Center, 1973)

The assessments of this Appalachian study clearly reflect the characteristics of the rural life coping skills sample in the present study.

Garry (1977) in a study of anomia and non-participation also suggests a more personal approach to penetrate the attitudes of cut-off, alienated individuals using personal

communication lines through friends and relatives or community organizations to which they belong. According to Garry, the mean score of non-participation for the anomia scale is significantly higher (more alienated) than for participants. Non-participation was more likely in older members of blue-collar households with an age of 26.5 and older being the determining factor in anomia and non-participation. Although this study is pertinent in its focus, it researches participation on a post-secondary group of people.

In the same way, McCannon (1977) hypothesizes that at this level urban adults are more interested in vocational advancement and preparation, whereas rural adults will enroll for reasons of personal interest, self-improvement, or special interests, although they find more barriers to gaining such education than do urban learners. For both groups there was the same frequency of enrollment. In a specific area of West Central Minnesota, McCannon found that 42.2% of his sample over the age of 25 had a high school diploma, and 51.8% had none. Of the rural sample, on a post-secondary level, 60% would enroll for personal development and 40% for vocational reasons. There were large distances between post-secondary institutions with little counseling for adults. The perceived barriers to participation in a rural area were access, family responsibility, finances, time conflicts or shortage, and lack of information and motivation, and job

requirements, with distance, counseling/advising, and finances as the three most serious barriers. McCannon's recommendations for rural adult education are for non-credit emphasis on personal development, a faculty able to modify classes to relate to actual needs, minimal costs to students, and measures of affective as opposed to cognitive growth. McCannon, unfortunately, does not make any recommendations for the problem of distance. But, this study did deal with the focus of learning efforts and their need-fulfilling focus. Writing that all adults are goal-oriented and that satisfaction is related to Maslow's hierarchy, McCannon's is the only study that related to the most influential motivation studies for the present research.

Adult Needs, Interests and Motives

Houle (1961), in a small book called The Inquiring Mind, outlined a three factor typology for motivation orientation of adult learners, a model which describes adult education participants as:

1. Goal-oriented: Education is seen as a means of attaining clear objectives. These people read along well-defined lines.

2. Activity-oriented: In learning situations participation has no connection with the content or proposed purposes of the course. These are group joiners seeking social contact; they are not readers, but they want academic credit.

3. Learning-oriented: This includes those participants seeking knowledge for its own sake, who also have a large sense of continuity and range, and are avid readers.

These three groups can be represented by three overlapping circles. Houle's conclusions were the result of twenty-two in depth interviews in which he found that all participants had goals with differing motivations. His rationale, "Perhaps it is time to cease building up conceptions out of personal observations of adult learners and discover instead their own self-conceptions." (Houle, p. 34) Houle's ideology is sound, but his typology is too simplistic for the vast areas of motivation and participation in adult education.

In 1971, Roger Boshier set out to test Houle's typology of motivational orientation in a New Zealand sample, and to develop a factor analytically based measure of motive for attendance. This was the first of five focal studies by Boshier to establish:

1. Motivational orientations of adult education participation (1971)
2. A model for education participation and drop-out (1973)
3. A review of motivation literature (1976)
4. The Education Participation Scale and needs diagnosis (1977) and
5. An Education Participation Scale factor scale for older adults. (1978)

Boshier also contributed a chapter on adult needs, interests and motives to a methodology textbook on continuing education using the results of his studies, (Klevins, p. 197-212) as well as a paper on adult transitions from childhood

reviewed earlier in this section (Boshier, 1977). As a reference and primary source for the present research, these works were a significant bridge from the ideological to the technical to the practical. Their most important facets are outlined as follows.

Using the Houle typology (1961) and Sheffield's list (1964) of fifty-eight items of student-stated reasons for participation, sixteen representing each of Houle's three areas plus ten more on which there was some discrepancy, a questionnaire with a five point scale was developed. Five orientations were abstracted from a sample of 453 adult education participants at twenty continuing education conferences at eight universities. From Sheffield's study, Boshier extracted the highest loading items, forty-eight in all, and the initial Education Participation Scale with a nine point scale was evolved in a format which eliminated aquiescence response and positional bias. This scale was given to 233 New Zealand students following a six week test/retest reliability and factoring study with twenty students. ($p. < .001$) The original factor analysis of fourteen first order factors totalling 69.15% of the total variance were extracted before rotation with items loading .40 or higher for cluster inclusion.

With supportive interpretation that motivation for activity drives is compatible with homeostasis and heterostasis, Boshier cites Maslow's need hierarchy and implications for education of this growth theory of human nature.

"But what is important for our present model is Maslow's distinction between people whose behavior is organized by 'being' (life-growth) and those whose behavior and cognitive processes are organized by 'deficiency' (life-chance) needs." (1971, p. 21f) The Education Participation Scale was designed to meet a need for a holistic, not an individual approach to activity drives that was was imbedded in a sound theory. The meaning of the factors that resulted from the New Zealand study are discussed in this context in the introduction to Chapter III of the present study. The important thesis is that participation motives are complex not singular, and that actual course content seems to be irrelevant for some of the factor groups.

Boshier did not determine relationships between drop-out and participation motives until a larger study in 1973 of a congruence model based, as he says, on Rogerian self-psychology. In this model, which is used to explain adult education participation and drop-out, (see Figure II, Chapter III) it is asserted "that 'congruence', both within the participant and between the participant and his educational environment, determine participation/non-participation." (1973, p. 257) Data from 2,436 participants in continuing education classes in New Zealand was used to support this theory of congruence; data gained from the Personality and Educational Environment Scales. Hypotheses and mediating variables were then determined, all within the nature of the congruence/incongruence model. Most important to this

research is the variable related to class size: participants in small classes (fewer than nine) dropped out less than participants in large classes (more than nine). (1973, p. 266f)

Also, important to the validity of the present research was Boshier's definition of a drop-out, "as a person who, after being present for sessions one and two, was absent for the midpoint session and four successive sessions of a continuing course." (1973, p. 264) A search of the attendance records for two other studies showed that a person absent for these times rarely returns for the rest of the course. (1973, p. 264)

In 1976 Boshier amassed and critically reviewed fourteen motivation orientation studies that used either the Education Participation Scale, the Continuing Learning and Orientation Index, or the Reasons for Education Participation Scale. This work is important in terms of understanding factor scoring and structuring accuracies and deficiencies as well as recognizing Boshier's contribution in this area. It also examines the reality of Houle's original three point typology despite its small size and lack of empirical analysis. (1976, p. 41)

Continuing work with the congruence model for education participation, Boshier tested 242 Vancouver, British Columbia adult education students. Scores were factor analyzed and orthogonally rotated. Correlations and analysis

of variance with numerous variables were carried out. The five factors were labelled as life-growth or life chance oriented. (See Chapter III, Figure III with ensuing discussion) A lengthy discussion of correlations between Education Participation Scale factor scores, Eysenck Neuroticism Scale and Shostrum Self-Actualization scores sustained preliminary hypothetical data. Some data still needs to be empirically tested, but the validity of the Education Participation Scale was established; four of the six factors were significantly correlated with one or both of the other scales. (Boshier, 1977, p. 95f) "The correlations appear to provide compelling evidence to support the idea that motivational orientations are related to psychological states, which strongly resembles Maslow's description of deficiency and growth motivation." (Boshier, 1977, p. 96) Finally, social and psychological variables mediating the congruence/drop-out relationship are assumed to be associated with participation, but further research is indicated at this point. However, most of the empirical research Boshier refers to suggests, "that for many participants, some life-chance motives have neurotic origins that probably stem from social, psychological, or physical deprivation." (Boshier, 1977, p. 96) Significant to this present research and the rationale for the use of the Education Participation Scale is the following position statement by Boshier:

> It is now generally acknowledged that participants in general interest institutional adult education represent a socio-economic elite and are disproportionately drawn from elite segments of the general population. One reason advanced to explain the low participation rates of people from the lower socio-economic groups is the fact they feel incongruent in adult education environments. The notion of congruence coupled with a renewed emphasis on needs diagnosis as expressed in assumptions underlying andragogy (Knowles), suggests there will be a continuing need to understand, predict, and control processes associated with participant motivation."
> (Boshier, 1977, p. 90)

The Education Participation Scale has been used twice in subsequent studies, once by Morstain and Smart (1974) and, again, by Boshier and Riddell (1978). The first is significant in that it replicated Boshier's New Zealand study on 611 participants in New Jersey, another culture, and obtained similar factor patterns. It also examined group differences in various age-sex groups finding noticeable differences in reasons for educational participation: younger adults scored higher on Social Relationships (Contact), men higher on External Expectations, and women higher on Cognitive Interest with older age women declining in Social Welfare reasons, whereas men remained equal at all ages. The scope of this multi-variate analysis of group differences is greater than that of the present research, but the fact is that data from this research could be further analyzed by this method.

As an indication of the flexibility of the Education Participation Scale's ability to reflect needs and interests of a group, Boshier and Riddell (1978) created a factor scale structure for older adults with a shortened form of the scale eliminating job-related items, and it was used

successfully correlating with three other measures.

Boshier's work can be associated simultaneously with flexibility and applicability as well as with sound, empirical research in factor analysis. Carrying on a defense of factor analysis, Boshier and Riddell conclude:

> If the argument can be accepted by users that motives are manifestations of needs and other underlying and psychological states then the Education Participation Scale is suitable for use in needs analysis where needs are inferred from motivational orientation (factor) scores. (1976, p. 170)

Two clear explanations of Boshier's congruence model of the Education Participation Scale and how to implement it can be found first, in Boshier and Peters, Adult Needs, Interests and Motives (1976) and second, in Darkenwald's "Why Adults Participate in Education: Some Implications for Program Development of Research on Motivational Orientations." (1977)

At this point in the present research, it was necessary to return to the conceptual basis of the study in terms of Knowles (1970), "self-directed learner." Indeed, Boshier asks,"Would a self-directed individual be one who scores high on the 'internal' end of Rotter's scale (of Locus of Control)?" (Boshier, 1977, p. 10) In terms of the original description of Rotter (1966), this scale was used with the rationale offered with the "Description of the Instruments" in Chapter III of this study.

The most interesting position in regard to the present study has been taken by Gurin et al. (1969) in terms of the multidimensional nature of personal control for minority

Robinson and Shaver

groups and people in the lower socio-economic levels. Their multi-dimensional approach is based on two major points:

> First, that an individual may feel in control of his own life, but that, in general, people are not. Also, a person may feel that although he does not control his own life, most people do. This reflects a self-other distinction.
>
> Second, is a difference between individual and system blame, whether life is determined by individual qualities or social system factors.

In the 1960's their studies showed that Negroes in the United States who accepted blame for their low socio-economic status felt they would implicate themselves as incompetent and un-innovative. The authors created a multi-dimensional I-E Scale with emphasis on race ideology. What is interesting to this study and perhaps to further research with minority groups is the first person phrasing that is used to differentiate self-other concept. In no way does this difference in attitude structure negate the predictability of behavior inherent in the original Rotter scale. Considering the lower socio-economic status of the sample in the present study, this research by Gurin et al posed a possible limitation on the use of the uni-dimensional Rotter scale.

Next in importance to the present study as a primary source is Winthrop Adkins' study, "Where They Hurt: A Study of the Life Coping Problems of Unemployed Adults." The rationale for its use is reviewed and forms the introduction to the fifth chapter concerning the results of this research. Adkins' Reconnaissance Survey Method as a means of data

collection and portrayal needs some embellishing.

Identifying and mapping regional social and psychological problems was achieved by analysis of sub-populations with a total sample of 258 for qualitative data on "where they hurt." Counseling interviewing techniques, used individually and in groups, were reflecting feelings, clarifying, convergent and divergent questions, summarizing, and checking responses, and feedback. In a typical interview the purpose is explained, rapport and a non-judgmental atmosphere are built, information is recorded, verified, and cards are pinned up using exact statements, which become topically grouped. After a session by a team of two or more project staff, cards are coded according to sub-populations and restudied. When interviews seem to bring up only repeated problems, a rough list of problem statements is written. Breadth, not depth is the goal, to identify content areas. Adkins' project is massive and exemplary for the evaluative process.

Summary: Working Definitions

This section has focused on seven areas of relevance, some being more pertinent than others. These areas are:

1. Adult Education Theories: Toward a Definition
2. Life-Cycle Development and Learning
3. Rural Sociology
4. Focus on Family
5. Third World Perspectives
6. Rural Assessments
7. Adult Needs, Interests and Motives

The first six sub-headings reflect perspectives, which are basic to the seventh on adult needs, interests and motives - the focus for this evaluation of Life Coping Skills in a rural adult education program.

Also, as a working base for the present study, the following set of evolving definitions (Houle, 1972, pp. 229-235) demonstrates the wide scope of the area of concern in this research. The first definition must be understood in terms of the second and third, these three creating a unit.

1. adult education: The process by which men and women (alone, in groups, or in institutional settings) seek to improve themselves or their society by increasing their skill, their knowledge, or their sensitiveness. Any process by which individuals, groups, or institutions try to help men and women improve in these ways.
2. change theory: A system of individual, group, institutional, or community improvement. It involves a relationship in which a change agent enters into a helping role with a client or a client system and by various means (some of them educational) seeks to alter performance and stabilize it at a new level.
3. social reinforcement: The facilitation of the educational process in a collective activity by the creation or maintenance of an emotional tone which may be characterized either by positive and supportive feeling or by a sense of challenge.

These five concluding definitions are pertinent to the particular focus of the present paper; they are contingent on each other.

4. evaluation: The determination of the extent to which an educational objective has been accomplished. Evaluation includes the two closely related processes of measurement and appraisal.
5. measurement: The determination by objective means of the extent to which learners have achieved the criteria of evaluation, closely related to appraisal as part of evaluation.

6. appraisal: The subjective judgment of how well educational objectives have been achieved, often based in part on the results of measurement and akin to measurement as a part of evaluation.
7. need: A condition or situation in which something necessary or desirable is required or wanted, often used to express the deficiencies of an individual or some category of people generally or in some set of circumstances. A need may be perceived by the person or persons possessing it (when it may be called a felt need) or by some observer (when it may be called an ascribed need).
8. interest: A feeling of curiosity, fascination, or absorption in an objective or activity often leading to experiences with it which give rise to satisfaction and enjoyment.
9. motive: An inciting cause which helps to determine an individual's choice of an objective and his objective in reaching it. A motive may be comprehended or unconscious.

In conclusion, and in Boshier's words:

> Needs describe the gap that exists between the current state of the learner and some desired condition, whereas interests are expressions of preference among alternative experiences. Together, they reflect the adult's belief system, past experience, habits and immediate social situation. Together, they determine the motives for participation in adult education. They are the products of the adult's educational preparation, major changes to life's circumstances, and role performance. Needs and interests lie at the root of forces which motivate the adult to approach or avoid further educational experiences.
> (Boshier and Peters, 1976, p. 199)

CHAPTER III

METHODOLOGY

Selection and Description of the Participants

From three sources of attendance records indicating drop-out and completion of courses, an intial file of 100 students was compiled, noting any available demographic data. Participants had enrolled in one or more of the following courses offered from 1971-1973: Parent Education, Sex Education, Improving Family Relations, Personal Growth, Parent Effectiveness Training (P.E.T.), Values Clarification. I'm O.K. - You're O.K., Marriage and Family Life, Living in the Present, Drugs - Uses, Abuses, and You, Parent-Child Relationships, Coping with Crisis, Peer Training, and the Mental Health Seminars. Some of these courses had been offered several times, and two of them, Parent Education and Sex Education, have been ongoing since 1971-1972. Aside from the obvious purpose of making this student file for contacting participants, there were two other reasons for its thoroughness: first, it could delineate the widest possible boundaries for the demographic data, and second, it could be an aid during interviews when people could not remember dates of courses, these same dates also being a cue to recall other vital events.

The final sample of eighty participants included forty completers and forty drop-outs only two of whom refused to

Figure I

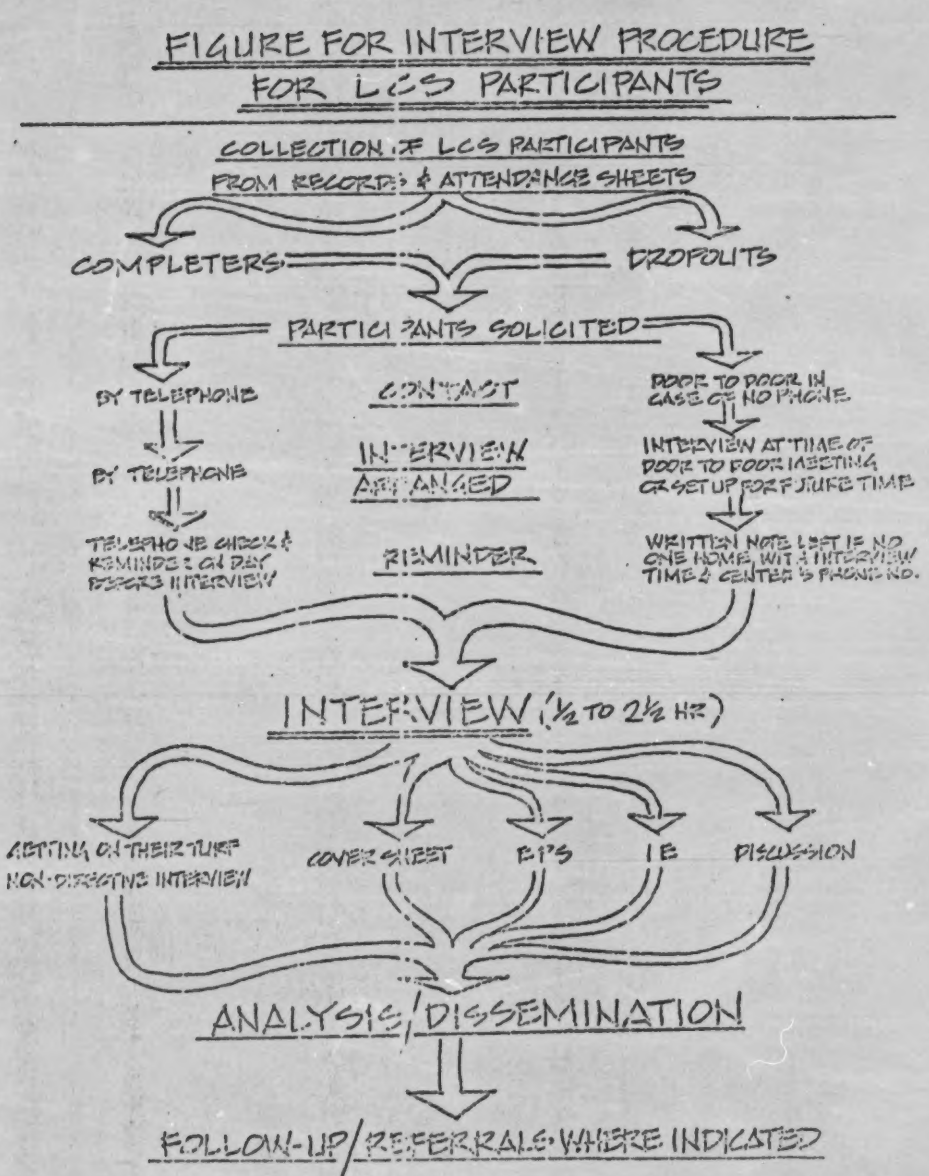


FIGURE FOR INTERVIEW PROCEDURE
FOR LCS PARTICIPANTS
COLLECTION OF LCS PARTICIPANTS
FROM RECORDS & ATTENDANCE SHEETS
COMPLETERS
DROPOUTS
PARTICIPANTS SOLICITED
BY TELEPHONE
CONTACT
DOOR TO DOOR IN CASE OF NO PHONE
BY TELEPHONE
INTERVIEW ARRANGED
INTERVIEW AT TIME OF DOOR TO DOOR MEETING OR SET UP FOR FUTURE TIME
TELEPHONE CHECK & REMINDER ON DAY PRIOR TO INTERVIEW
REMINDER
WRITTEN NOTE LEFT IF NO ONE HOME, WITH INTERVIEW TIME & CENTER'S PHONE NO.
INTERVIEW (½ TO 2½ HR)
GETTING ON THEIR TURF NON-DIRECTIVE INTERVIEW
COVER SHEET
EP'S
IE
DISCUSSION
ANALYSIS/DISSEMINATION
FOLLOW-UP/REFERRALS WHERE INDICATED

cooperate, and one who improperly completed the questionnaires by mail. Drop-outs were those students who had neither fulfilled the class hours required by the adult education by-laws for attendance credit nor responded to individual opportunities for make-up work. Of this group of seventy-seven, only seven were men, two completers and five drop-outs, because so many had moved out of state or were in the service. Also, women have been predominant in these classes. The 20 remaining in this file were either unreachable by telephone, had moved away, or were not approached because an equal quota of completers and drop-outs had been reached; the files contained more completers than non-completers. The age range of this group was 16-57.

The Interview

The interviews ranged in time from ½ hour to 2½ hours with the average being approximately 1¼ hours. There were 5 steps in the actual interview procedure:

1) Catch-up news leading into an explanation that said, in essence, "These are surveys to get your opinions on why you came to classes again and an attitude questionnaire that will help us understand some of the everyday feelings held by people in general. I won't help you once you've started, though we can discuss the top sheet and instructions. Don't worry, one answer won't change things much. We can talk about it afterwards, but your answers are confidential. You should put

your answers in this box with all the other anonymous ones when you are finished." This last directive referred to a tall large filing pocket containing other interviews, which was placed between the respondent and myself to preserve confidentiality. Each packet was numbered.

2) The Cover Sheet: This was filled out collectively to generate familiarity with the materials and to insure their completion. There were 17 demographic items considered in this study all of which were contained on this sheet. Course completion status had been coded before the interview. There were 17 demographic items considered in this study: Age, sex, marital standing (MST), numbers of infant children (INFCH), preschool children (PRESCH), elementary age children (ELEM), high school children (HIGHSC), adult offspring (ADOFFS), occupations of self and spouse (OCCSELF, OCCSPS), education level of self and spouse (EDSELF, EDSPS), H.O.M.E. graduate (HOMEGRD), time since last enrolled in a Life Coping Skills course (ENRTIME), and whether or not the students were drop-outs or completers of coping skills, academic or craft courses (DOCOPE, DOACAD, DOCRAFT). The brackets indicate the code developed for the statistical breakdown of these items. These items were the variables tested against the scores on Boshier's Education Participation Scale and Rotter's Scale

of Internal-External Locus of Control. By this is meant that each of these items were considered separately on the overall tabulation of these two questionnaires.

Steps 3 and 4 of the interview were the two questionnaires which are discussed at some length following. Step 5 was the final discussion with the participants. A description concludes this section on the evaluation procedures.

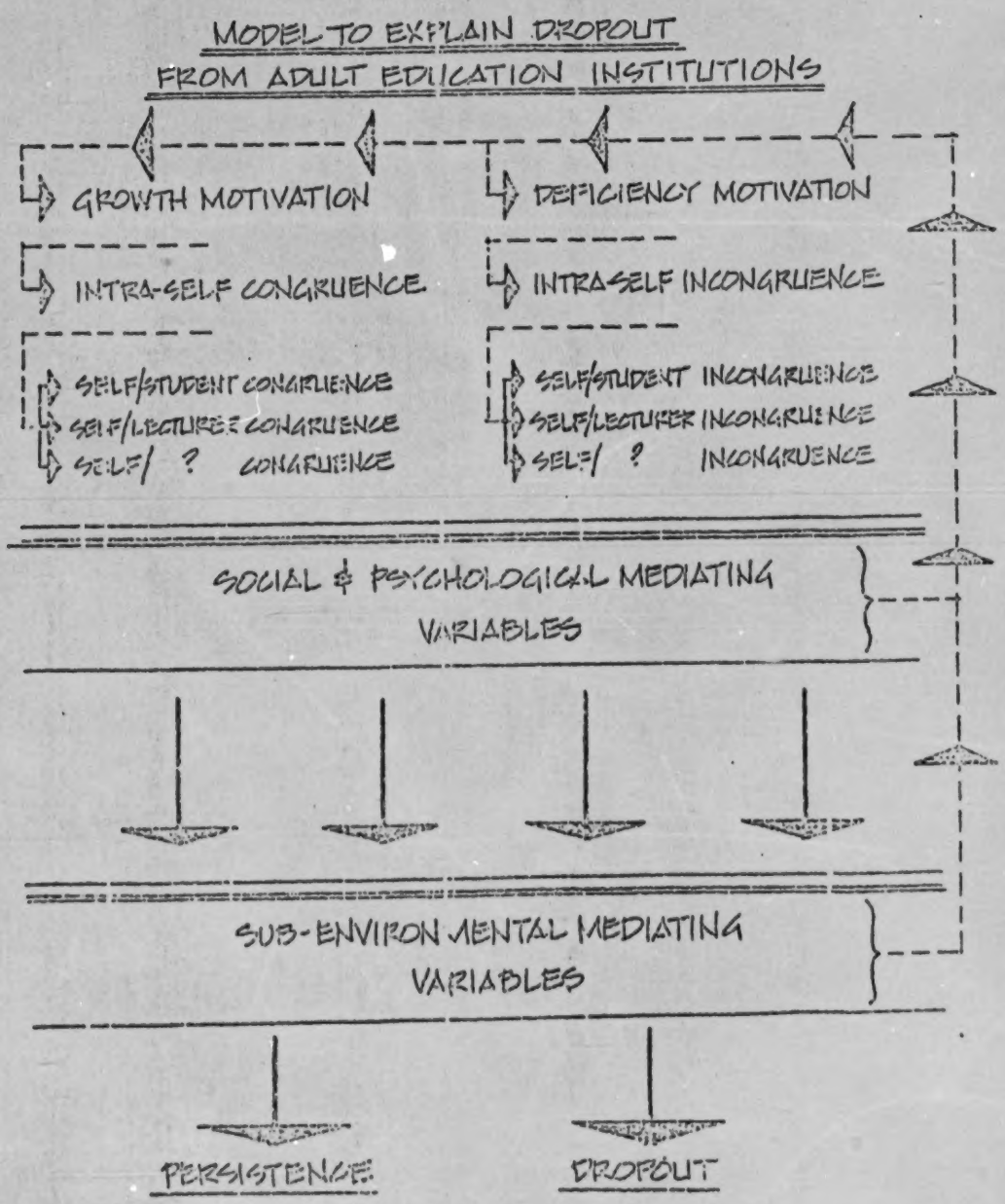
Research Methods

Research methods for this study considered the personal nature of Adult Education and efforts were made to use one that was dialogue provoking and participatory in nature. Approximately eighty of the family members worked with individually, in classes, or in groups in Life Coping Skills were asked to complete the Education Participation Scale (Boshier, 1971) and the Rotter Internal-External Scale of Locus of Control (1966). The first scale was chosen after reading and studying the author's extensive research in motivation and learning participation, and finally after a telephone discussion. This scale had been used and validated in studies in New Zealand, England, New Jersey, and now in British Columbia as a factor analytically based measure of motive for attendance. Because of the relationship of the returning learner to self-concept, dealing with the environment and reinforcement needs. Rotter's scale was chosen as one of the independent variables to compare with the six different factors in the Education Participation Scale.

Description of the Questionnaire

Boshier's Education Participation Scale measures the relationship between each participant's stated motives for participation in adult education, intra-self congruence, the goodness of fit between a participant and the educational environment, and its relationship to the probability of becoming a drop-out. Congruence between self and environment or lack of it is described by the model in Figure II. What is important to the concept of this scale is that social and psychological variables making up the congruence/drop-out relationship are also assumed to be part of the motives for participation. The structure of the Education Participation Scale resembles Maslow's description of growth and deficiency motivation in the process of self-actualization. Here, the terms of life-growth and life-chance are used to describe these two social concepts. Growth or life-space oriented people participate in adult education for expression rather than in an attempt to cope with some aspect of their life. Life-chance oriented people participate because of their need to survive and acquire utilitarian knowledge, attitudes, or skills...and usually are trying to expand their social and vocational horizons. These are two ends of a psychological continuum which underlies reasons for participation in education. The differences in motivation which change with age and tasks have implications for predicting continuity of enrollment and participation patterns. The life-space person

Figure II


MODEL TO EXPLAIN DROPOUT
FROM ADULT EDUCATION INSTITUTIONS
GROWTH MOTIVATION
DEFICIENCY MOTIVATION
INTRA-SELF CONGRUENCE
INTRA-SELF INCONGRUENCE
SELF/STUDENT CONGRUENCE
SELF/LECTURER CONGRUENCE
SELF/ ? CONGRUENCE
SELF/STUDENT INCONGRUENCE
SELF/LECTURER INCONGRUENCE
SELF/ ? INCONGRUENCE
SOCIAL & PSYCHOLOGICAL MEDIATING VARIABLES
SUB-ENVIRONMENTAL MEDIATING VARIABLES
PERSISTENCE
DROPOUT

will welcome and desire new impulses and interests and will be moved by inner determinents. Instead of wanting less the person will want more, of education, for instance. The life-chance person will be impelled by social and environmental pressures, and will use work and education activity more for gratification of lower basic needs, of neurotic needs, as a means to an end or as a response to cultural expectations. Here, impulses are rejected and feared. The person is afraid of the environment because it may fail or disappoint them. "This kind of anxious dependence breeds hostility as well, all of which adds up to lack of freedom...depending on the good or bad fortune of the individual." (Boshier, 1973,258)

There are six factors or clusters of forty-eight statements of motives for attendance in the Education Participation Scale (see Figure III and Appendix A). The six clusters are Professional Advancement (I), Social Welfare (II), Escape Stimulation (III), Social Contact (IV), Cognitive Interest (V), and External Expectations (VI).

I. Professional Advancement - To gain knowledge, attitudes, and skills which will facilitate job advancement.

II. Social Welfare - To acquire knowledge, abilities and skills which can be applied to achieveing social or community objectives.

III. Escape/Stimulation - To get relief from boredom, to remedy deficiencies in social life and educational background.

IV. Social Contact - To meet new friends, remedy deficiencies in social life and enjoy group activities.

V. Cognitive Interest - To learn just for the sake of learning, not tied to any particular goal, just for the inherent joy of participation and learning.

VI. External Expectations - To carry out the expectations of some person with authority such as a priest, friend, social worker, employer, or physician.

Factors I, III, IV, and VI are life-chance oriented while Factor II and V are life-space oriented. The four response categories no influence, little influence, moderate influence and much influence are set up with the much influence category varying from the right to the left side of the page. Thus, the answer does not occur as a function of a positional response set.

To Rotter (Scale of Locus Control) the role of reinforcement, reward or gratification is recognized as a crucial force in the acquisition and performance of skills and knowledge. However, an event regarded by some persons as a reward or reinforcement may be perceived differently and reacted to differently by others. One of the determinants of this reaction is the degree to which an individual perceives the reward follows from, or is contingent upon, his or her own behavior or attributes versus the degree to which he

Figure III

Boshier's Areas of Participation Motivation

1	ESCAPE/STIMULATION
	To get relief from boredom, to remedy deficiencies in social life and education background
2	PROFESSIONAL ADVANCEMENT
	To gain knowledge, attitudes, and skills which will facilitate job advancement
3	SOCIAL WELFARE
	To acquire knowledge, abilities, and skills which can be applied to achieving social or community objectives
4	SOCIAL CONTACT
	To meet new friends, remedy deficiencies in social life and enjoy group activities
5	EXTERNAL EXPECTATIONS
	To carry out the expectations of some person with authority such as a priest, friend, social worker, employer, physician
6	COGNITIVE INTEREST
	To learn just for the sake of learning - not tied to any particular goal - just for the inherent joy of participation and learning

or she feels the reward is controlled by forces outside and may occur independently of his or her own actions. A person believes in external control when an event is interpreted as the result of luck, chance, fate, as under the control of the powerful others, or as unpredictable because of the great forces surrounding him or her. Reinforcement is perceived by the subject as following some action of his or her own, but not being entirely contingent upon his or her action. Internal control is defined when the subject perceives that the event is contingent upon his or her own behavior or related characteristics. The higher the external score on this scale the stronger the effect of reinforcing conditions. The hypothesis is that this variable is of major significance in understanding the nature of learning processes in different kinds of learning situations, and also that consistent individual differences exist among individuals in the degree to which they are likely to attribute personal control to reward in the same situation. (Rotter, 1966)

Gilmor and Minton (1974) write that external scorers may maintain this orientation for defense purposes in that they call a "blame assignment." Similarly, Boshier (1971,20) writes: "the basic idea is that a person mobilizes his defenses to ward off disruptive forces which cause tension or threat - in the Adult Education student, boredom, social isolation, an unhappy interpersonal relationship - and in so doing brings into play actions which will restore balance."

Revision of the Questionnaire

The Education Participation Scale spelling was Americanized and culture-bonded language changed in the attached form which is the newest available from the author. Also, the Rotter Scale of Locus of Control was revised for a lower readability level. The original version had a 6.7 grade level average with the instructions in the 7.5 grade level, both of which were too high for the average survey participants in this study. The present form is closer to a fourth grade reading level. The Fry Short Form Readability Formula was used to determine these levels as well as consultation with H.O.M.E.'s reading specialist for sentence length, subject levels, numbers of prepositional phrases, and use of common or uncommon words for the region. Considering that Adult Basic Education guidelines are for the 0-4 reading level, this kind of revision of the survey instruments was necessary. The Education Participation Scale was designed according to factor analysis to measure motivations and traits, which cross class lines. Word usage, however, does not and can not. Words were changed for this study because of cultural bonding; still more should be changed for future use for the sample of people in this study.

To correct cultural bias, the following were changed for this study: enrol/enroll, enquiring/inquiring. To correct class bias, "to satisfy an inquiring mind" (#7) should be changed, although it is the thread of continuity in this motivation research which dates from Houle's first

study, The Inquiring Mind (1961). It is a nice acknowledgment of Cyril Houle's ideas, but can not be justified in terms of this sample. When numerous participants questioned it they were referred to the questions clustered for Cognitive Interest (#1, #25, #37). Again, in compliance with ABE guidelines for 0-4 grade reading levels, the questionnaires were reduced to a 6th grade reading level. By reducing Rotter's scale close to a 4th grade reading level it was judged that the Education Participation Scale could be maintained at a 6th grade level and still avoid undue frustration. Considering that the questions were in only one context, reasons for participation, it was felt that some of the more difficult questions could be inferred from this simple focus of the questionnaire. However, obvious synonyms were substituted to facilitate and fend off syllabification and definition difficulties: Recommendation/suggestion, acquire/get, congenial/friendly, secure/get, supplement/add to, previous/earlier, competence/ability.

What questionably difficult words were left unchanged due to their singular meaning were not too many to be threatening. Again, to reduce a possible reading frustration level, the Rotter questionnaire was administered second, with its lower reading level, but greater variety and complexity of questions. The rationale was that by this time, the participant would be most at ease, and that answering to their personal attitudes and opinions would be acceptable and non-threatening. This interview strategy seemed sensible in

terms of good teaching and varying emphasis; in other words: first, to work with fixed personal information data on the cover sheet; second, to work with words and opinions on the Education Participation questionnaire; and third, to work with ideas and values on the attitude questionnaire.

Administration of the Questionnaire

Attached is a set of the questionnaires used in this evaluation. The instructions were read in most cases by the participant. In some, where comprehension by particular individuals was questionable, they were read aloud to the respondent, emphasizing key words. During the quiet answering time, any questions were directed back to the instructions. Questions about words were answered in such a factual way that no opinion or personal impression was given. Where this seemed probable, the participant was told not to worry about one answer because it would not affect the overall results, although they were asked to give an answer. Usually this quiet time was spent on notetaking from the beginning conversation, but often it was spent babysitting, so that the participants could concentrate in an uninterrupted manner.

Final Discussion with the Participants

When the questionnaires were completed and in the filing box, they were discussed and judged, earlier points of conversation were pursued, recruiting and follow-up needs were noted, and information about H.O.M.E.'s available services was given. At this time, notes were taken so that the

participants could be referred for any reason or informed later of an upcoming course. Some of these were direct phrases or descriptions that were added later to the stated needs and interests. This enhanced the findings when people were more verbally oriented, and still maintained the confidentiality of their written responses.

In conclusion, and in defense of the extensive administration of both of these questionnaires, these words reiterate an underlying research question in this evaluation: "the conceptual similarities between 'internal control', self-esteem, and personal efficacy appear to be great, but whether there is a corresponding similarity of measure remains to be seen." (Robinson, et al. 1969,144) So it is that this study was looking for underlying unities and relationships in the motivational orientations of continuing learners in life coping skills.

Research Questions

1. Given that motivational reasons for participation in adult education are complex, to what extent does research indicate that personal and sociological reasons can somehow be combined in adult education practice?
2. What are the implications from this research that drop-outs and other related outcomes may be predicted? The research implies that participants who enroll for deficiency reasons have more intra-self incongruence than participants enrolling for growth reasons.

3. Is Boshier's Education Participation Scale a workable tool to assess these needs and interests? The goal here would be to be able to set up a successful program of study, one that would foster a higher level of participation and completion.
4. Do age, sex, family make-up, education level, occupation, and participation or drop-out influence responses to the Education Participation Scale?

CHAPTER IV

RESULTS

Analyses

Data from this study were analyzed to answer the basic question: Do completers and drop-outs from this adult education program differ on the seventeen demographic variables identified and the two measures - the Boshier Education Participation Scale and the Rotter Scale of Locus of Control - which were administered? Frequency breakdowns, cross-tabulations, Pearson Correlations, factor analysis, oneway analyses of variance, and Scheffé's multiple range tests were all carried out at the Data and Processing Center at the University of Maine at Orono, using the Statistical Package for the Social Sciences. (Nie, 1975)

The seventeen variables were chosen and maintained throughout this study because they encompassed all possible mediating variables available from conglomerations of applications and files reviewed, as well as those stated as available or missing in the reviewed research on motivation and class participation. A frequency breakdown and cross-tabulation were used initially to ascertain any meaningful trends. Factor analysis was carried out to bring out not only the motives for participation for this sample of completers and drop-outs, but also in order to compare the subjects in this study with those in Boshier's study. Pearson

Correlation Coefficients were computed to see if there were any relationships between the scores. An analysis of variance was done to test the null-hypothesis of no difference between and within groups of participants and non-participants. Scheffé's test of significance tested whether or not mean scores differed significantly by groups. Finally, the descriptive data on the respondents' needs and interests were clustered by topic area and evaluated accordingly.

Results

A general frequency breakdown revealed that 48.8% of the research sample was between the ages of sixteen and twenty-eight, and 53.2% between twenty-nine and fifty-seven. Of the total sample, 90.9% were female and 9.1%, male.

Data on marital status, occupation of self and of spouse were scrutinized to see if an indication of the number of income-producing family members could be identified. Of the seventy-seven participants, 46.8% were either single (24.7%), separated (7.8%), divorced (13.0%), or widowed (1.3%). Further, 44.2% of the total sample had no spouse with an occupation that was contributing income. Of the remaining 55.8% of those who did have a spouse at home, 28.6% of those spouses were doing unskilled labor, and only 18.2% were doing semi-skilled work. The remaining 7.8% were either unemployed, at home, or disabled. One spouse had a clerical job.

Table 1

Marital Status of Spouse

Category	Percentages
Married	53.2 (41)
Single	27.7 (19)
Divorced	13.0 (10)
Separated	7.8 (6)
Widowed	1.3 (1)

Table 2

Occupation of Self (Participant) in Sample

Category	Percentages
Unemployed	10.4 (8)
At Home	42.9 (33)
Disabled	1.3 (1)
Unskilled Labor	29.9 (23)
Semi-Skilled Work	10.4 (8)
Clerical	5.2 (4)

Table 3

Occupation of Spouse of Participant in Sample

Category	Percentages
Unemployed	1.3 (1)
At Home	1.3 (1)
Disabled	5.2 (4)
Unskilled Labor	28.6 (22)
Semi-Skilled Labor	18.2 (14)
Clerical	1.3 (1)
No Response	44.2 (34)

These data describe a low-income group of people representing the target sample of interest.

Data on family ~~make-up~~ were examined to delineate further a participant/non-participant profile. Results of this analysis may be found in Table 4 below. Each item of Table 4 indicates percentages of the total sample having no children in a particular age category.

These data are interesting ~~in terms of their negative aspects~~ in that the highest number of the total sample interviewed had elementary age children.

Table 4

Family Make-up of Sample

Category	Percentages
No Infant Children	88.8 (68)
No Adult Offspring	83.1 (64)
No High School Age Children	77.9 (60)
No Preschool Age Children	71.4 (55)
No Elementary Age Children	41.6 (32)

Data for education of self and education of spouse indicated that for 42.9% of the participants the question about education of their spouses was not pertinent, but that of the remaining 57.2%, 36.4% of spouses had a high school diploma. Only 9.1% of the 57.2% had some high school whereas 31.2% of the total sample of seventy-seven (with one missing case) had some high school education. Also, in terms of enrollment 55.8% of the total sample had a high school diploma. Of this 55.8%, 29.1% were H.O.M.E. Learning Center graduates, and 33.8% had diplomas from a variety of other schools. Another 33.8% had no high school diploma. (Table 5)

Data related to time elapsed since enrollment in a Life Coping Skills program was as follows. The sharp drop from one year to present in Table 6 represents a decrease in program size due to a major funding loss resulting from federal guideline changes for vocational education.

Table 5

Category	Education of Self % of Sample	Education of Spouse % of Sample
Elementary	2.6 (2)	2.6 (2)
Junior High	5.2 (4)	5.2 (4)
Some High School	31.2 (24)	9.1 (7)
High School Diploma	55.8 (43)	36.4 (28)
Other	3.9 (3)	3.9 (3)
Did Not Apply	1.3 (1)	42.9 (33)

Table 6

Enrollment Time Lapsed for Life Coping Skills Participation

Lapsed Time	% of sample
Present	18.2 (14)
1 (Year)	29.9 (23)
2	14.3 (11)
3	20.8 (16)
4	5.2 (4)
5	5.2 (4)
6	5.2 (4)

The final data for course involvement deals with drop-out rates from three different course areas: Coping Skills, Academic and Craft.

Table 7

Area of Course Involvement

Category	Coping Skills % of sample	Academic % of sample	Craft % of sample
Dropped	48.1 (37)	27.3 (21)	11.7 (9)
Completed	51.9 (40)	39.0 (30)	23.4 (18)
Never Enrolled	-- --	33.8 (26)	64.9 (50)

Of the total sample, 27.3% had dropped out of academic courses and 33.8% had never enrolled in one. 39% of the total sample had completed an academic course, yet 51.9% had completed a Life Coping Skills course. An analysis of variance between drop-outs and completers in this sample indicates that participants who had completed a Life Coping Skills course were more likely to complete an academic course. Yet, this data is limited by time lapse figures between all of the classes attended by the participants.

Considering the number of craft courses that have been offered in past years in spite of the drop in funding for them, the percentage in Table 7 under "Craft - never enrolled" is interesting and extremely high (64.9%).

Data was submitted for Pearson Correlation Coefficients that revealed low correlations between scores of the six clusters for the Education Participation Scale and the Scale of Locus of Control. Total scores of these measures correlated .16.

According to the Scheffé test, there is homogeneity of means indicating treatments are not varying to any great extent. Tests of the means and standard deviations of both groups showed that they did not differ significantly.

Analysis of Variance

There were four significant associated results of the seventeen demographic items analyzed by a oneway analysis of completers versus non-completers.

Completers are significantly more likely to be older than non-completers. This is significant at the $p < .001$ level.

Table 8

Oneway Analysis of Variance of Completers and Drop-outs by Age

Source	df	Sum of Squares	Mean Square	F	p<
Between groups	1	812.078	812.078	11.440	.001
Within groups	75	5324.000	70.987		
Total	76	6136.078			

The average age of drop-outs was 27.5 and the average age of completers was 33. This corroborates Boshier's New Zealand (1973) study where a significantly higher number of people over the age of 30 completed courses than those in the 24-30 age bracket. In fact, Boshier stresses age as the most powerful mediating variable in drop-out theory. Only since 1971 has the 16-24 age bracket begun to take the lead in drop-out statistics. Maine State statistics from the Department of Educational and Cultural Services for 1971 show that for ages 25-54 the state averages were slightly above the national drop-out percentages.

Table 9

Percentage of Drop-outs by Age

Age	State Averages	National Averages
25-34	28.7	26.8
35-44	25.0	21.3
45-54	15.4	13.0

Maine was still below for the 18-24 age bracket with 24.0% (30.0% being the national average), but this is rising nationwide and has been since 1971 when adult education became more of an option for this age group. The results of the present study, although ages seem high, seem to be in line with national and state data.

According to a oneway analysis of variance of participants and drop-outs by numbers of high school age children, completers are significantly more likely to have high school age children than non-completers. This is significant at the .054 level.

Table 10

Oneway Analysis of Variance of Completers and Drop-outs by High School Age Children

Source	df	Sum of Squares	Mean Square	F	p<
Between groups	1	1.881	1.881	3.813	.05
Within groups	75	37.002	.493		
Total	76	38.883			

In other words, completers who are in this older age bracket have teenagers. This raises the question of intra-familial competition, parents not wanting their children to get ahead of them. Perhaps it is a time when parents want to set an example of finishing high school so that their children will not drop out and make the same "mistake" as their parents. Adkins (1977) claims that one of the main motivations for adults returning to school is that they are at a lower educational level than their children. In light of the data from this study where completers tend to be in the last half of high school with high school age children this is a significant statement. Further, this data may

indicate a time of life when women, especially, are freer to return to education with a lessening of some of their family obligations.

According to a oneway analysis of variance of participants and drop-outs by level of education of self, completers have a significantly higher educational level than non-completers. This is significant at the $p < .001$ level.

Table 11

Oneway Analysis of Variance of Completers and Drop-outs by Level of Education

Source	df	Sum of Squares	Mean Square	F	p<
Between groups	1	4.179	4.179	10.976	.001
Within groups	74	28.176	.381		
Totals	75	32.355			

In other words, it may be inferred that the farther along students were in high school at the time of dropping out, the more likely they are to complete a Life Coping Skills course in adult education.

According to a oneway analysis of variance of participants and drop-outs by attendance in Life Coping Skills courses there is a strong although satistically non-significant trend relating academic course drop-outs and coping skills drop-outs. Completers of academic courses were more likely to have completed Life Coping Skills courses than

those who had dropped out. ~~This trend existed at the~~ ($p < .06$)

Table 12

Oneway Analysis of Variance of Completers of Academic Courses by Completers of Life Coping Skills Courses

Source	df	Sum of Squares	Mean Square	F	p<
Between groups	1	2.133	2.133	3.591	.06
Within groups	75	44.543	.594		
Totals	76	46.676			

However, there is a limitation in these data in that students may have taken courses over a series of years and the sequence of courses, although known, was not analyzed. It may be said, however, for this study that completers of Life Coping Skills courses are more likely to complete academic courses.

The apparent connection between these four items of age, high school age offspring, level of previous high school completion, and completion of a Life Coping Skills course, constituting a profile of a course completer, indicates a possible point for predicting drop-outs. Especially, it implies the area where individual needs and interests need to be concentrated in order to set up individual programs and affect the drop-out rate. The Education Participation Scale is one way to implement this.

Rotter's Scale of Locus of Control

Scores for the Internal-External Scale of Locus of Control were individually hand scored and recorded on scoring sheets. Because of the individual nature of some of the answers it was calculated this way to give a sense of the emphasis on certain questions. Of particular interest were questions dealing with self-worth and education.

With a possible score of twenty-three, six questions being fillers, the crude range of scores was one to seventeen, with a mean score of all the participants of 9.22. 44.2% (34) had scores of nine or less, identifying them as "internals" for this sample, and 55.8% (43) had scores of ten or more, locating them on the "external" end of the sample. For the thirty-seven drop-outs there was a mean score of 9.54, with a standard deviation of 3.81. For the forty completers there was a mean score of 9.85, with a standard deviation of 7.80. It appears from these data that completers' scores varied more than drop-outs from the mean score.

Table 13

Rotter Scores by Completer/Drop-out Categories

Category	SD	$\bar{x}$
Completers	7.80	9.85
Drop-outs	3.81	9.54

A oneway analysis of variance failed to reveal any significant difference between groups of drop-outs and

completers with respect to the Rotter scale. Analysis reflects the broad range of their scores, rendering the Rotter scale inadquate for this sample for predicting likli-hood, or lack of it, of completing courses.

Because of the nature of the questions, it may be worth noting those that were uniformly emphasized by the total sample in this study. Six statements were answered with an "external orientation," (being affected by outside events) by more than half the participants in this study, (statements 3, 4, 5, 17, 18, 22) and those were questions dealing with politics, recognition, unfair teachers, world affairs, luck, and dirty politics. Three of these dealt with politics and three with the notion of self-worth or congruence in the classroom. These last three also seem important in relation to studies that have been done concerning people attending classes to balance contrary forces in their lives. (Gilmor, Minton, 1974) The three questions dealing with education and self-worth answered "externally" by a large majority of the total sample were:

4. a. In the long run people get the respect they deserve in this world.
   b. Unfortunately, a person's worth often goes unrecognized no matter how hard he tries. (50 respondents)

5. a. The idea that teachers are unfair to students is nonsense.
   b. Most students don't realize how much their grades are influenced by unexpected things. (51 respondents)

18. a. Most people don't know how much their lives are controlled by accidental happenings. (47 respondents)
    b. There is really no such thing as "luck."

Factor Analysis: The Education Participation Scale

In order to compare subjects in this study to those in Boshier's,factor analysis was carried out. Scores were analyzed by the factor analytic method of principal factors and then rotated in an orthogonal and oblique structure according to the promax-varimax criterion and an analysis of variance among factors by items in the Education Participation Scale. A factor analysis solution was provided after a listwise deletion of the scores.

In the factor analysis of the responses to the Education Participation Scale, initial factor loadings were given labels according to their item content, and then compared with Boshier's factor patterns. As in the Morstain and Smart (1974) study, the factor patterns were similar despite the culture differences and differences in educational and socio-economic background.

As far as the present author can determine, this is the first factoring of this instrument on a rural low-income group of people. It is important that the instrument can measure these psychological traits cross-culturally, and implies, therefore, the sound theory behind the scale. Thirteen initial factors were labelled as follows: 1) Educational Improvement; 2) Cognitive Interest; 3) Employability Influences; 4) Social Isolation/Improving Social Relationships; 5) Escape/Stimulation; 6) Social Pressures; 7) Desire to Be/Work With Others; 8) Social Contact; 9) Personal Problems; 10) External Expectations; 11) Escape/Stimulation;

12) Escape from T.V.; 13) Professional Advancement. Therefore, thirteen first order factors were extracted. The first eight are related to social, learning, job, and interpersonal issues. The last five are related to specific issues probably isolated either because of the mode of expression or a specific impression. Most indicative of this is Factor 9, "To gain insight into my personal problems" (.84), which was a sentiment directly related to Life Coping Skills courses. Factors 10, 11, 12, and 13, including questions 2, 6, 12, 16, 21, and 13 respectively, were probably isolated because they were too ambiguous for the participants' comprehension.

Looking at Boshier's final clusters, clusters for this sample were described as follows:

Factor I (Educational Improvement) and Factor III (Employability Influences) are close in comparison to Boshier's Professional Advancement factor with items loading lowest comparing more closely with his Social Welfare labels.

Factor II (Cognitive Interest) has close comparability with his Cognitive Interest factor, having three items in common.

Factor IV (Social Isolation/Improving Social Relationships) is comparable to Boshier's External Expectations, having two items in common (36, 4) and no significant loading on two other items (2, 6). There is an overlap with item 31 (of Social Welfare) and item 34 of (Escape/Stimulation).

Factor V (Escape/Stimulation) is similar to Boshier's Escape/Stimulation factor excepting one item (34), which fits into his Social Contact factor.

Factor VI (Social Pressure) is closely compared with Boshier's Professional Advancement factor excepting item 9, which loads higher on a Social Welfare cluster.

Factor VII (Working With Others) is similar to his Social Welfare factor.

Factor VIII is comparable with Boshier's Social Contact factor excepting items 17 and 24.

Up to this point, the factor analysis data of this sample follows the analysis of the Boshier Education Participation Scale data fairly closely. Five other factors emerged, however, which should be noted. They are as follows:

Factor IX is an isolated factor dealing with personal problems; its high loading (.84) is significant to the present study.

Factor X loads on an External Expectations factor.

Factor XI is an isolated loading.

Factor XII is the isolated item concerning television.

Factor XIII seems insignificant.

The breakdown of the factors for the present study is as follows:

Item #		
	Factor I - Educational Improvement	
11	To add to a narrow earlier education	.72
20	To help me earn a degree, diploma or certificate	.79
35	To provide a contrast to my earlier education	.50
	Factor II - Cognitive Interest	
1	To seek knowledge for its own sake	.52
25	To learn just for the joy of learning	.82
37	To learn just for the sake of learning	.81
	Factor III - Employability Influences	
(4)*	(To become more effective as a citizen)	(.40)
10	To give me a higher status in my job	.74
13	To get knowledge to help with other education courses	.49
18	To increase my job ability	.73
22	To prepare for community service	.61
(29)	(To improve my ability to serve mankind)	(.42)
	Factor IV - Social Isolation/Improving Social Relationships	
31	To improve my social relationships	.43
34	To escape an unhappy relationship	.74
36	To comply with the suggestions of someone else	.59
40	To comply with instructions from someone else	.49
(38)	(To make new friends)	(.50)
	Factor V - Escape/Stimulation	
8	To overcome the frustration of day to day living	.45
24	To have a few hours away from responsibilities	.71
28	To get a break in the routine of home or work	.72
	Factor VI - Social Pressures/Changing Social Values	
9	To be accepted by others	.56
15	To keep up with competition	.56
30	To keep up with others	.66

	Factor VII - Wanting to be/work with others	
17	To participate in group activity	.75
29	To improve my ability to serve mankind	.44
39	To improve my ability to participate in community work	.71
	Factor VIII - To Make Friends and Remedy Social Isolation: Social Contact	
(4)	(To become more effective as a citizen)	(.41)
14	To fulfill a need for personal associations and friendships	.64
26	To become acquainted with friendly people	.62
27	To provide a contrast with the rest of my life	.60
(38)	(To make new friends)	(.52)
	Factor IX - Personal Problems	
19	To gain insight into my personal problems	.84
	Factor X	
2	To share a common interest with my spouse or friend	.51
6	To carry out the suggestions of some authority	.77
(40)	(To comply with instructions from someone else)	(.54)
	Factor XI - Escape/Stimulation	
12	To stop myself from becoming a vegetable	.77
16	To escape the intellectual narrowness of my occupation	.47
	Factor XII	
21	To escape television	.60
	Factor XIII	
3	To get professional advancement	.67
(13)	(To get knowledge to help with other education courses)	(.42)

*Items in brackets reflect loadings that are not pure.

Boshier's final clusters on the instrument are listed. The loadings have differed in each study, but these groupings represent his final factors.

EDUCATION PARTICIPATION SCALE FACTOR SCORING

Factor I

Professional Advancement

3. To get professional advancement
10. To give me higher status in my job
11. To add to a narrow earlier education
13. To get knowledge to help with other educational courses
15. To keep up with competition
16. To increase my job ability
20. To help me earn a degree, diploma, or certificate
30. To keep up with others
32. To meet formal requirements

Factor II

Social Welfare

4. To become more effective as a citizen
9. To be accepted by others
19. To gain insight into my personal problems
22. To prepare for community service
23. To gain insight into human relations
29. To improve my ability to serve mankind
31. To improve my social relationships
33. To maintain or improve my social position
39. To improve my ability to participate in community work

Factor III

Escape/Stimulation

5. To get relief from boredom
8. To overcome the frustration of day to day living
12. To stop myself from becoming a "vegetable"
16. To escape the intellectual narrowness of my occupation
21. To escape television
27. To provide a contrast to the rest of my life
28. To get a break in the routine of home or work
34. To escape an unhappy relationship
35. To provide a contrast to my earlier education

Factor IV

Social Contact

14. To fulfill a need for personal associations and friendships
17. To participate in group activity
24. To have a few hours away from responsibilities
26. To become acquainted with friendly people
38. To make new friends

Factor V

Cognitive Interest

1. To seek knowledge for its own sake
7. To satisfy an inquiring mind
25. To learn just for the joy of learning
37. To learn just for the sake of learning

Factor VI

External Expectations

2. To share a common interest with my spouse or friend
6. To carry out the suggestions of some authority
36. To comply with the suggestions of someone else
40. To comply with instructions from someone else

Following is a summary of the capsuled cluster results of the Education Participation Scale for the total group of people in this study. Boshier's professional advancement cluster split between educational improvement reasons and job related reasons and the cognitive interest cluster fell in between them. Reasons of social isolation were fourth followed by escape/stimulation reasons. Reasons of outside social pressures, group participation, and social contact ranked sixth, seventh, and eighth. All of these areas had high scores compared to other studies using this questionnaire.

A detailed examination of the data with 37 incompleters and 40 completers indicates that completers were more likely to enroll in Life Coping Skills for social contact reasons. ($p < .033$) In terms of Cognitive Interest, although the results do not reach significance, a strong trend exists for more completers to enroll in Life Coping Skills for this reason than incompleters. ($p < .09$)

Table 14

Oneway Analysis of Variance of Completers and Drop-outs by Social Contact

Source	df	Sum of Squares	Mean Square	F	p <
Between Groups	1	2.1885	2.1885	4.690	.03
Within Groups	75	35.0000	.4667		
Total	76	37.1884			

Table 15

Oneway Analysis of Variance of Completers and Drop-outs by Cognitive Interest

Source	df	Sum of Squares	Mean Square	F	p <
Between Groups	1	1.3656	1.3656	2.819	.09
Within Groups	75	36.3355	.4845		
Total	76	37.7011			

It is important to this study and the particular focus of these Life Coping Skills courses that there was one isolated factor with a high (.84) loading (or average). It is so high that the only way to look at it is literally; a significant number of people enrolled in a Life Coping Skills course "to gain insight into my personal problems." (#19)

If we are interested in needs and expectations of adults then we will also recognize that they have a broader environment. This instrument helps tailor the situation to their needs. It concurs with the notion of congruence as described in the articles. Implications for the individual come from the profile." (Boshier, Sept. 1978, a telephone conversation)

CHAPTER V

INTRODUCTION

In the endeavor to determine needs and interests of students, two processes have been used, one scientific and the other, non-directive and dialogue provoking, paying a great deal of attention to the feelings of the participants. All this indicates is a large effort to identify problems in living that the participants have had or are having difficulty in solving. Winthrop Adkins of Columbia University in his 1977 Connecticut study, "Where They Hurt: A Study of the Life Coping Problems of Unemployed Adults" has used a similar method of data collection and portrayal, his Reconnaissance Survey Method, because it encompasses a great deal of what has been learned by the author over the last fourteen years in developing Life Skills Programs. "Where They Hurt" indicates the actual needs of learners, and the indicated focus educational programs should take for it is "these life coping problems of unemployed, educationally disadvantaged adults which interfere with their educational and vocational development and which undermine the quality of their lives." (Adkins, 1977, p. 1)

In his study Adkins reviews government measures to reduce levels of unemployment through legislation and programs to increase job and education opportunities. However, although statistical levels of unemployment have been lowered

the structural problem of the unemployed, educationally disadvantaged adult in our society has not been altered by government and financial infusions. Their problems go on and the solution, Adkins says, "will be long-term and will require sound research and planning. In terms of education, Adult Education itself is underdeveloped. Most of the chronically unemployed and many of the cyclically unemployed are educationally disadvantaged and face special problems in learning that are not easily amenable to current educational methods and structures developed mainly for a younger or college-oriented population." He goes on to say that educators usually believe that since adults have so many learning problems that money would be better spent on children. "What such educators ignore is that adults are parents of the young; not only do adults have their own developmental needs, but their ability to stimulate and reinforce the learning of their children is directly related to their own continuing development as persons." (Adkins, 1977, p. 4)

It is to this area of psycho-social or behavior oriented skills of communication, family development, conflict management, and personal growth that the participants in this study answered. These responses are a verbatim listing of answers to two questions on the cover sheet following the section on demographic data. The questions were:

WAS A SPECIAL NEED OF YOURS MET BY TAKING A LIFE COPING SKILLS COURSE? __YES __NO

IF YES, WHAT? _____

IF NO, WHAT WAS MISSED?_____

WHAT KIND OF A LIFE COPING SKILLS COURSE WOULD INTEREST YOU NOW?_____

Here it was indicated verbally that a topic or area of interest or personal need was sufficient, not a whole course. Answers to the two questions were never related unless they were the same, meaning that participants requested more of the same course either to go on in their study of a topic, or to take it again having had to drop out. The responses seem to demonstrate a need for psycho-social learning programs and the life problems and concerns for this group of people for a Life Coping Skills program.

The responses have been organized into topic clusters to form a synthesis, and thus, utilize this research data. This organization represents an effort, inspired by Adkins, to bring out the affective and value-laden aspects through the spontaneous and the specific. Adkins' seminal data is organized into seven major categories:

I. Occupational and Career Problems
II. Problems of Living in the Community
III. Problems of Personal Growth and Development
IV. Problems in Relating to Others
V. Medical and Health Problems
VI. Marriage and Family Problems
VII. Problems of Being a Parent

The four categories drawn on most heavily by the participants in this study were III, IV, VI, and VII. Implications for the remaining categories were apparent especially in the area of occupational and career problems and the effect of rotating shift work on family life.

Within these four areas there were six topical answer areas for the first question, "Was a special need of yours met by taking a Life Coping Skills course?" There were eleven areas for the second question, "What kind of a Life Coping Skills course would interest you now?" Many of the responses overlap, but for the purpose of demonstrating needs and interests, they have been clustered according to the most explicit need statement. The six topical answer areas for the first question on needs met are:

I. Information Sharing and Group Discussion
II. Personal Needs/Self-Concept/Family Life
III. Death, Divorce, Single Parenting
IV. Understanding and Changing Child Behavior
V. Sexuality - Sex Education and Development
VI. High School Diploma Credit

The eleven topical answer areas for the second question on Life Coping Skills interests are:

I. Developmental Courses on Family, Marriage and Conflict Management
II. Communication
III. Mental Health
IV. Single Parenting
V. Sexuality - Sex Education and Development
VI. Extended Family/Neighborhood Problems
VII. Teenagers
VIII. Drugs
IX. Home, Economics and Nutrition
X. The Later Years
XI. Career Counseling

Except where indicated the statements are all direct quotations from the participants.

PART I

I. STATEMENTS OF NEEDS MET:

Information Sharing and Group Discussion

"Need for information."

"Parent Education - the discussion helped."

"Intelligent interaction with other adults concerning children at a time in my life when I was spending my time almost exclusively with a very young child."

"Better understanding of self and family."

"I got out of the house and enjoyed a different environment."

"General learning from the experiences of others."

"Helping me understand my teenage daughter."

"Interested in this type of class."

"Helped me realize my kids are people too. From class I learned to listen to kids and give answers. I used to think they should just do as told, though now I sometimes think I do all the listening. I learned that kids aren't just kids."

"I enjoy discussion and meeting new people and learning about them. I also got a lot of information on young children; seeing I work with them, that was good to have."

"It was very interesting and I went with a friend."

Elaboration

Information sharing and group discussion appear as a social contact need and an informal way to share experiences and understand child behavior in terms of personal needs. Very important is the provision of a forum for this kind of discussion, because it creates, then, a mandate to consider the issues that arise. A great deal of information is imparted by

the discussion leader (teacher) when there is an immediate urgency in a topic because there is a point of readiness on the group's part. Also, where there is a tendency toward the tell-tale narratives of family life, problem-solving and introspection can begin to take place. Good examples of this are parental and sibling jealousy, pubertal behavior problems, discipline and reasonable expectations of young children, perspectives on post-partum depression and behavior as the unspoken language of children.

According to Adkins, the problems here and in the following category of personal needs are those of Self-Definition, Self-Evaluation and Self-Reliance, Planning and Time Management, Dealing with Emotions and the Development of Problems Solving Skills. "Adults need much more experience in classroom discussion which encourages them to express their own opinions, feelings, fears, and ideas." He goes on to "suggest an increased use of small group format for virtually all ABE classes," and a need for a "Staff Training Program specifically designed to help staff conduct effective group discussions." (V-A)

This category of Information Sharing and Group Discussion is acknowledged simply because of its implications for

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V-A. Roman numerals and letters following references in this chapter identify sections of Adkins, Winthrop R., "Where They Hurt: A Study of the Life Coping Problems of Unemployed Adults," Unpublished manuscript, Columbia University, 1977.

learning. Recommendations are strong from Adkins and also Boshier who found that participants in smaller classes (fewer than 9) dropped out less than participants in large (more than 9) classes. It is interesting here to see this data in terms of the scientific. Boshier has based these findings on statistically significant chi-squared contingency and Q co-efficient analyses. At the same time, however, he has stated that although this fact is statistically significant, no one sociological, psychological or institutional variable accounts for a substantial amount of drop-out variance...the variables only mediate the congruence/drop-out relationship." (Boshier, 1973, p. 266f)

Finally, adults need to experience success in regular, continuing and reinforcing ways. They also need the opportunity to reflect upon these experiences...Learning activities...need to be designed to include learning that can be mastered in graduated small steps to provide regular experiences of success. (V-A)

II. STATEMENTS OF NEEDS MET:

Personal Needs/Self-Concept/Family Life

"Counseling needs: jealousy and discussion of family problems."

"I am now able to understand myself better and my kids, also my husband."

"Self-satisfaction and learning."

"Curiosity."

"Gained confidence and strength in self - saw myself as an equal to all others of all ages - not inferior or superior."

"Learned more about myself in order to help my family."

"To start getting out and meeting other people and what they are doing then."

"More self-communication."

"It helped me gain self-confidence."

"You have a responsibility to yourself."

"The idea that each of us didn't necessarily have to believe in the same thing, that some things we do or say are right for us. One finds out that all people have problems and talking in a group class can help people from all walks of life. I felt that I could stand on my own two feet and deal with problems myself without thinking I had to take someone else's advice, that my own ideas are just as valuable as anyone else's. I felt after taking the class that I wasn't afraid to speak up about many things at home or elsewhere. I think I conveyed many of the situations in class to my husband and boys."

"The support of groups and the person who got me started--realized I could be something and how to make time for myself and not feel guilty."

"Coping with family life."

"Gain the knowledge so as to apply it in daily family living."

Elaboration

As is so well stated here by the participants is again the need for a forum for open discussion; that coffee-pot atmosphere allows people to see themselves in relation to others, to accept their negative feelings about themselves and their living situation, and thereby deal with their lives more positively. Social isolation and depression seem to be the roots of much of their passivity and insecurity. Their personal needs are closely related to the status of their

family life. Often they have little opportunity to share problems with others and feel that they face common problems alone.

Adkins goes on to say that "Many people have difficulty defining, understanding and analyzing their problems and conflicts to the point where solutions can be identified." They frequently have had no one to help them with this. Friends often are comforting but only can give advice. "Counseling, group problem solving sessions and systematic problem centered-instruction needs to be available to people to provide them with opportunities to learn and try out new and more effective solutions." (V-F) Multiple opportunities for group discussion with sufficient structure insure that students have an opportunity to realize the many ways they are similar to others facing similar problems." (V-F)

Systematic problem-centered instruction is a strong recommendation. An even stronger one concerns behavior modeling because individuals lack models for effective behavior among their parents, family and friends." Video tapes including case histories depicting effective behaviors and problem solving styles are effective "since the incidental learning that can come from viewing the full pattern of behavior is much greater than the learning that can come from reading about the behavior or from discussing." (V-F)

III. STATEMENTS OF NEEDS MET:

<u>Death, Divorce and Single Parenting</u>

"Helping to cope with my two youngest children."

"Mother being two parents."

"Raising your child alone as a mother."

"How to cope with my child when her grandfather died."

"Handling children after a divorce."

"Problems of low-income single parents - especially those of us with pre-school children."

"Helped with my family situation...have three step-children and the basic knowledge through this class helped smooth a difficult adjustment of this...a lot of my 'knowledge' was outdated...refreshing to learn."

"Death and depression are real important since I had just lost my husband."

"Support and assurance as a young single mother."

"Adjusting with family and divorce."

"Helped me relate to my children and understand more about dealing with a divorced situation as a visiting parent."

"Intelligent interaction with other adults concerning children at a time in my life when I was spending my time almost exclusively with a very young child - about 7 months."

Elaboration

These three issues of death, divorce and single parenting are linked because of the process of grieving that is involved on the part of the respondents. Loss and anger on the part of parent and children is a major issue in these instances. Conflict management and communication are key issues for these parents trying to make ends meet. Often, work hours, especially in the cases of sliding shiftwork, impede single parents from creating a harmonious home atmosphere. Low-income single parents of pre-school children appear to be cliff-hanging until educational/counseling/job opportunities open up to them when their children reach school age. Support groups and extended family situations are very

important to these individuals.

Many emotions come into play and, as Adkins verifies, "There is a need for some understanding of psychology and personality that will provide basic information about emotions...and an opportunity to identify feelings they have experienced and to trace their origins. In general, lack of vocabulary and knowledge inhibits self-exploration. This is a complex area, but learning needs to be particularly focused on helping them understand specific typical situations...depending on the objectives of the individual." (VI-D)

"...In addition learning units should deal specifically with fears of self-disclosing their fears and weaknesses to other people." (VI-D) Especially do parents need to understand death and ways to help their children with it. Often, children are left to fend for themselves with no way to come to terms with it. (IX-J) Often, too, these classes act as a backdrop for new options and opportunities. New hopes and goals are given a first reality test in class.

IV. STATEMENTS OF NEEDS MET:

<u>Understanding and Changing Child Behavior</u>

"Discipline improved, dealing with children improved. Contributed to other changes."

"It has helped me to understand my children."

"Better understanding of self and family."

"Better understanding of youth which helped with my employment."

"All phases of childhood."

"Understanding children's development."

"Parenting and early childhood."

"Child psychology."

"Young children, etc."

"Dealing with my children."

"Coping and understanding a child's needs."

"I want to understand my daughter and how to cope with her problems."

"Help with dealing with my child."

"I went to find out about a child who wouldn't talk - he explained it out to me."

Elaboration

Changes in child behavior seemed to occur through parental understanding and a subsequent ability to cope with the non-ideal. Coping with the "not-so-nice realities of life" was the group purpose written in 1972 for one Parent Education class. In these responses child behavior often relates to other aspects of family life. Courses offered in the homes of a rural community road or locale give a continuity to ongoing behavior problems that are discussed, because reactions and changes are reported, hashed out, and acted upon often on location. Usually, the children in question are known by the group and often are present so that honesty about a situation prevails.

Here as in the preceding section there is an instructional need in the area of child behavior and the effects of

communication with positive reinforcement. Adkins' suggestions for problem-centered instruction as well as videotapes of effective behavior styles could be very useful here.

V. STATEMENTS OF NEEDS MET:

Sexuality - Sex Education and Development

"Sexuality in children and their frustration."

"Having babies."

"Sex education."

"In handling a homosexual experience between young boys and an older male (who was giving alcohol and cigarettes to young boys and propositioning them)."

"Sex education."

"Help me understand our bodies and ourselves better."

"Understand more about myself as a person and a body."

Elaboration

The fact is, few courses offer and sanction frank discussion in the area of human sexuality. Many personal issues are clouded by mis-information in this area. There is growing concern in Maine for the teenage mother, her health, and the health of her child. In the last year a high percentage of all the births in three of H.O.M.E.'s target towns were to teenage mothers. Despite all the work of family planning agencies, the issues are not changing. Young people do not accept responsibility for birth control because they do not really understand the full implications of fertility. Without understanding fertility, they still feel birth control to be someone else's value laden choice, not their own.

In terms of the older adult, there seems to be no hesitancy to discuss sexuality, whether it is in the area of educating young children, frank discussion of the biology of reproduction and birth, or social issues in sexuality. Offerings in this area have produced a flood gate response in the Sex Education class (1972-78). Although this study could not question in depth it is recommended that in offering family communication and conflict resolution courses that an information need in this area be met. Participants seemed overwhelmed by the decisions they needed to make in this area. Adult Education could facilitate this need. Adkins (1977) too, felt a need for coping skills in this area but has no documented data, and felt that because of the sexual taboo, adult education would have to go in the back door and offer it under another guise.

VI. STATEMENTS OF NEEDS MET:

High School Diploma - Credit

"Credits for my diploma."

"High School diploma."

"Credit - High school."

Elaboration

Responses here are surprisingly sparse considering that forty of the respondents did gain a half credit toward a high school diploma or used the course as a recommendation for future educational and vocational pursuits. Most of the

drop-outs were enrolled for credit, but only a few of them stated this as a need or reason for taking a course. Considering the factor analysis results for this population wherein the majority of the drop-outs enrolled for social contact reasons and the overall population of both completers and drop-outs enrolled for reasons of cognitive interest, this low response is not surprising. The implications are consistent with the research, which finds broader personal and environmental reasons for enrollment.

STATEMENTS OF NO NEED MET:

Of the 10 respondents, all drop-outs, who answered, "No," to the question, "Was a special need of yours met by taking a Life Coping Skills course?" seven implied that they had not participated long enough to gain from the course. All seven were interested in topics that were likely discussion areas had they been able to stay in the course longer, with the exception of one, who now, five years later, was interested in job preparation. Of the three other negative answers, one cited babysitting problems and a church-related conflict as well as a present interest in the needs of single parenting. The other two respondents were single and childless, and felt they needed a course for teenagers only and job skills, respectively. What is interesting here is the carry-over of similar topic interest areas in spite of the negative response. In other words, the respondents seem to be asking for more, not less involvement in a Life Coping Skills program of their choice.

PART II

I. STATEMENTS OF INTERESTS NOW:

Developmental Courses on Family, Marriage and Conflict Management

"Family communication with children."

"Any psychology course."

"Child development and parent education courses are badly needed."

"Motivation - other open discussions."

"Family coping skills (single parenting and child development, actually just about any kind of class that has something to do with human development and reactions-psychologically)."

"Don't have those kinds of courses any more and I think they need them considering the people they're working with."

"Parent Education."

"Child Psychology."

"Raising children."

"Anything dealing with parenthood."

"Understanding childrens' needs."

"Child care."

"Child care and parent child courses. More of the coping skills courses. It is a definite need for the particular people H.O.M.E. works with. Family type courses."

"Children."

"Family help. To see how our family could get along better."

"Coping with my child's interests, explaining so that we both understand each other."

"Solving family problems - talking with others who have problems too and finding a way to solve them."

"Parent child communication courses. Very timid younger daughter."

"How to deal with special problems in marriage. Family life. Marriage and growing children and fears. Marital problems course. Family development - stages of marriage. Refresher courses for marriage and family life. I know others who are having trouble with later time in marriage - after the first five years, especially."

"I have family problems and a husband who drinks and don't care."

Elaboration

Conflicts are inevitable and people need coping skills to deal with them. Numerous respondents described marital conflict as one of their major problems. The pattern of talking through a conflict is not exhibited by educationally disadvantaged people. Adkins found a pattern as follows: When a major conflict, especially in relation to unemployment, occurs one or both partners either attempt to ignore and thus avoid the conflict or resort to yelling, screaming, crying or violence. This frequently results in one person leaving the house and staying away until feelings subside. The conflict is most often not fully aired, defined or discussed and therefore is not resolved. This followed in these interviews where the phrases often were, "I generally just sweep it under the carpet," or "pretend it hasn't happened."

In a relationship little time is spent in discussion of feelings and needs concerning the relationship. As Adkins notes, most time is spent discussing events and necessities, not feelings and self-expression.

> One of the problems of marriages which have gone stale is that husbands and wives do not talk enough to each other and do not recognize the problem overtly and take steps to revitalize their relationships.

Adkins suggests dealing with this problem so that discussion with a partner does not always have to resort to complaining and name calling resulting in a sense of guilt instead of togetherness. (Adkins, VIII-B)

Self-expression can be a class goal since emotionally difficult situations must be clearly expressed in order to be understood and helped. The teacher or leader facilitates the process by picking up on focal points from the context of the speaker. It seems that there is a fast growing need for conflict management/a communication problem, to be a class priority, one that must be met before any child development knowledge can be processed. Considering the emphasis now being placed on role modeling by parents in family research it seems that here child behavior needs are the scapegoat for personal counseling and communication needs. Yet, there is no social sanction for this as such, and therefore, it must be worked out in a learning context.

II. STATEMENTS OF INTERESTS NOW:

Communication

"I enjoy communication courses."

"A continuing changing of life styles and needs. Everyone's life style changes from day to day."

"How to communicate with others."

"Parent child communication course."

"...want to be able to deal with the questions my daughter asks."

Elaboration

Communication is the key to many of these problems. It is closely tied to the problem of conflict management, but is a sophisticated response for this group of people. Because it was stated separately by some respondents, it is isolated here, in keeping with their specific statements.

Many of these people come from well-balanced, love-filled families, yet they have not been exposed to positive, more effective means of child development. Labeling and threats, according to parental moods, are part of the daily vernacular and, unwittingly, they set up distrust with its anti-social mechanisms and discipling problems. Considering the kind of unlearning and relearning inherent in Adult Education, it is an ideal set-up to foster better communication styles.

III. STATEMENTS OF INTERESTS NOW:

Mental Health

"Health: Mental health and depression."

"Learning to make friends and being comfortable."

"Things that would help you with everyday problems."

"How to deal with people."

"Life in general."

"Courses on depression and family communication."

"Alone now, I work, I'm bored. A course for fun? I'm superstitious because for two years I got back trouble every time I started."

Elaboration

Although ambiguous, these statements reflect the internal chaos of depression and loneliness of people who feel blotted out by their friends and their environment. Often they are coping with feelings of depression, suicide and despair as well as a problem of unemployment.

> The opportunity to share feelings and thoughts in discussion groups and counseling sessions about problems of unemployment and lack of direction would help individuals to deal with the problem of isolation and would help the unemployed become more aware of the normality of this emotional reaction to the problems of unemployment.

Adult Education could help by having classes where feelings could be expressed and explored with activities aimed at providing a new sense of direction and re-direction.

(Adkins, V-D)

IV. STATEMENTS OF INTERESTS NOW:

Single Parenting

"Single parenting - playing both parts."

"Dealing with divorce."

"A course on understanding your child and what to do when you are both parents to your child."

"Raising children alone. There are lots of problems from split homes and kids with tempers."

- Very pregnant mother with second illegitimate child talked about the need for literature supporting single mothers - ones accepting it.

- 13½ years of hell and trying to do what's right because she was younger and didn't know. After 13 years and three kids her husband said he'd never wanted kids, but she had given away a child when she was 19 and wanted them. He never helps with the children, says he has no time. Has a new wife who won't let him see them, yet he worries about her friends and how they affect the kids. She works double shiftwork - sometimes 16 hours a day. "If I have to work

my butt off I'll do it there (St.Regis) cuz that's where the money is." However, initially she worked to pay her husbands support to his first wife and two kids though at the time the wife was remarried and both were working. Her conclusion is that the divorce laws should be changed.

Elaboration

There is a need to help with psychological, social, familial, legal and other aspects of divorce. In a small town it is hard to make changes and to meet people on a new footing, and these men and women need support with their parenting and help in their loneliness. In terms of changing social and sexual mores, one woman described it as "a zoo out there." In the interviews much discussion centered around problems of a new relationship wherein men assumed that if a woman was divorced, sex was what she was missing. This was a topic full of anger and resentment: women in this position need to raise their self-image to such a degree that they can go on without the feeling of rejection and defensiveness that usually ensues in their loneliness.

Also, single mothers taking care of and disciplining their children and providing for them in every way seemed overwhelmed with the difficulty. They fit current definitions of "displaced homemakers."

One of the newer areas for conflicts is remarriage including step-children and the problems of an assumed, publically sanctioned relationship with the children. There is a need to affirm the existence of the non-ideal in family and to deal with it openly. Only recently are there any reading resources as good as Brenda Maddox book "The Half Parent" that help when the other partner's children become

a source of conflict.

In terms of single mothers it is important that every effort be made at both the high school and the adult education level to provide information to help them make their decisions about birth control, conception, pregnancy, prenatal care, career development, and the growth of a family. (Adkins, VII-F) The fact is that there are many single mothers and most readable literature is about its negative effects instead of constructive possibilities for creative family building. There is a need to concentrate on special needs that are created by this situation. Peer identification is important to these mothers before they can deal with the emotional upset of their children, it is a way for them to defuse their own emotions. The recommendations from III. STATEMENTS OF NEEDS MET: Death, Divorce, and Single Parenting are appropriate here also.

In the area of changing families and public policy there are two forms, the single parent and the dual work families, that have problematic consequences on service institutions. Marvin Sussman (1978) has made recommendations for divorce law changes and preventive programs to promote family health. Self-help programs on the community level utilizing para-professionals in a people-to-people mode could facilitate interpersonal skills development on the prevention rather than the cure level, which involves professionals and institutions. The emphasis is on self-help, the sort of community help modal used in Third World countries.

V. STATEMENTS OF INTERESTS NOW:

Sexuality

"Sex education for age 9 and up."

"Puberty."

"More about having babies."

"Sex education."

"Pre-adolescent daughter - overweight, not caring, spending hours in her room listening to records - very inadequate school situation."

Elaboration

Appropriate to these statements in the Elaboration for V. STATEMENTS OF NEEDS MET: Human Sexuality: Sex Education and Development.

VI. STATEMENTS OF INTERESTS NOW:

Extended Family/
Neighborhood Problems

"Family life with in-laws."

"Coping with behavior problems in the neighborhood."

"More on schools, learning my expectations in a town where there is no pre-school project or kindergarten."

"Interested in schools - what kids learn and what to expect."

"Sports for kids, no one wants to be with kids or do nothin' for them."

"Working shiftwork kids are at a friends till I have a place for them. Can't be with them right now and some of my life is not ideal for them. Family and marriage supressed me.

"Child abuse."

Elaboration

Learning units on dealing with neighbors and neighbors' children are important in view of the poor environments and the many tensions in a poverty neighborhood. Unlike Adkins' study, overcrowding was not an aspect of this study although people lived in cramped quarters. However in one community ex-husbands and step-children often co-exist; in other words after a family break-up no one seems to move on, they merely move onto another piece of the land in the neighborhood. They live in constant contact and there is no resolution of the conflicts. Thus, similar to Adkins' findings, children first learn socialization patterns in this setting beyond the home and their later peer development is established at this conflict level. (Adkins, IV-J)

Built into this is a problem of parents feeling the negative influence of other children because of poor child rearing practices. Parents need help being a go-between here. Also there is very little being done by community agencies to create places for teenagers to be for recreation to get relief from their problems. Child abuse exists and parents need to understand their own emotions and reactions. The same unresolved feelings extend to relations with the school. This is intensified because the schools, too, are far from ideal in the area. These tangible problems are a result of poor communication, a less tangible symptom. The problem here is an inability to express anger in an constructive way. People tend to either blow up in anger, apologize too much,

run away, or take it out on their children. They need to learn to avoid getting upset by discussing different kinds of bad treatment, put-downs, and over-reactions. To increase personal competence and reduce frustrations, Adkins suggests the use of recent research amd techniques of fighting fairly. (VI-C) Often the problem centers around discomfort about being honest in expressing opinions and feelings with other people. (VI-B)

VII. STATEMENTS OF INTERESTS NOW:

Teenagers

"We need, and everybody needs, some way to talk to teenagers between 12 and 19. They need help - too young to do everything and yet you can't cuddle them and yet they're not old enough to accept all the responsibilities."

"Teenage/adolescents course (for them)."

"Dealing with behavior problem adolescents, i.e. punishment."

"Dealing with teenagers and their problems."

"I'm worried about drugs, alcohol and cigarettes - saw TV show One Life to Live - worried about kids and cars, too. The smoking room at school is always packed."

Elaboration

For both parents and teenagers there is a need to know how to make friends and to act independently of them. In the face of group conformity pressures Adkins suggests successful experiences of self-assertion by maintaining the dignity of the expressions in class situations.

> If parental authority is mainly external and has not been internalized by the child, withdrawal of the parents' supervision frequently leads to misbehavior. (IX-B)

Parents with a strong sense of social otherness do not trust their children to behave properly, in their own insecurity they call down their children's behavior ofte for insignificant acts. The children do not seem to take responsibility for themselves.

VIII. STATEMENTS OF INTERESTS NOW:

Drugs

"Drugs."

"Children and the drug problem."

"Drugs."

"Drugs and drug abuse."

'Drugs."

"Coping with drugs."

"Alcoholism."

Elaboration

> It is our conviction that those who succumb to those addictions are also those who lack certain social and psychological competencies for solving problems such as those described in this report. This underlies the value of inclusion within adult education programs of learning units dealing with the psychological and social problems of adults in addition to the traditional language, literacy, and high school programs." (Adkins, VII-F)

In other words, Life Coping Skills courses should deal with the causes of these ills, with their symptoms being peripheral.

> Increased competence in areas which produce anxiety is of central importance in helping prevent this problem. (of drinking or using drugs when upset) (VII-D)

IX. STATEMENTS OF INTERESTS NOW:

Home Economics and Nutrition

"School diets and nutrition for kids."

"More on foods."

"Health."

"House Managing."

"First Aid."

Elaboration

Adkins only mentioned hunger briefly and the fact that on a system of fixed monthly payments, food is the item that is short-changed. However, in the interest of preventive health, nutrition is often overlooked. Simple, nutritious inexpensive meals are an available resource that needs a home delivery system. Again, overall self-concept as well as planning and time management are inherent issues.

X. STATEMENTS OF INTERESTS NOW:

The Later Years

"Life after children are gone - my future and where I am going: financial need, a social need."

"What to do with my life after my family is grown and gone."

"I'll get my diploma for myself and as a model for the children."

"Changing life styles and needs."

"My problem is that I start a class and don't have the gumption to finish. I let the children use the car even when I have plans. I like meeting people and serving people. I don't give myself enough credit."

Elaboration

Integrating intentions, words and behaviors is again the problem in this area.

> This is a special problem for younger adults, but it is also a problem for most human beings who use verbal rationalizations to procrastinate when the task is either too complex, too unfamiliar, or too anxiety arousing. (VI-C)

> Some adults are adept at stating goals but have particular difficulty in translating them into persistent, sustained action. The feeling that talking about a goal is the same as doing it prevents them from taking steps in their own behalf. Instructional and counseling programs on planning and choosing should include particular sections to help those kinds of individuals become aware of their self-deception and to examine the consequences of relieving anxiety to talking instead of doing. Complex planning and choosing tasks should also be defined in terms of manageable areas, and group support should be available to give people a sense of immediate success when they do translate their words into actions and accomplishments." (VI-C)

Older adults need help in devising plans for economic security, to change their life style, to use their leisure time in new ways, to form new relationships, and to engage in different social activities. Planning ahead to avoid isolation and loneliness is the goal for these people. (V-G)

XI. STATEMENTS OF INTERESTS NOW:

Career Counseling

"Working mother meeting own needs."

"My husband stated his life isn't what he wants it to be. States once he reaches the age of 65 and looks back on his life and wonders if he will be happy with what his life represented. Feels like his life is wasting away (at 26) knows exactly what his life will be like 3 years from now. Isn't happy with job but job is too good paying to let go."

"Most jobs won't even last the year. You go in there and they say, "You want work, scrub that pot." They don't ask nothin'."

"Coping with shiftwork."

"Finish my high school (so I can get a job)."

"Money management (when have job and responsibility)."

"Money management."

"How to get a job."

"Job skills."

"Anything to do with crafts and serving other people and record keeping."

"Needs rehabilitation and vocational training for clerical job in his field - needs reading - tutor."

"Psychology for coping with a disability."

"Counseling people with disabilities."

- Husband without a job. They have needs and a possible separation is immanent, lots of pressure from her parents. Two weeks later we met - he had a job, she had focused and saw her needs, too.

- Husband is disabled now at 26 with an eighth grade education and can't read. He can't do manual labor any more and needs training for a clerical job. "I don't know what is wrong with him" says his wife. Past problems with teachers and physical violence - so he hates teachers now.

- Problem of piece work stitcher at a slipper company - when they were forced to raise wages to the minimum wage they merely upped the daily quota from 18½ cases to 21 cases so that they would still get as many stitched slippers per worker for the same price. The breakdown is:

-40 boxes a day to make the minimum wage working from 7:00 to 3:30 with an hour of driving on either end of the day.
-36 pairs of slippers to a box
-2 boxes to a case
-For one case - you get $1.00 - $1.03 an hour instead of $2.65.

Elaboration

In occupational and career problems, categories of need are those of career choice, funding and using resources for vocational development, with problems especially in the area of planning, finding and getting a job. This problem of planning extends from vocational to personal in terms of time management. A style lacking in personal accountability needs to be changed. Individuals take jobs purely for the money since inflation is such a pressure in Maine. Consequently, these people become dissatisfied and unfulfilled. Rotating shiftwork, known as the "southern swing", makes workers sleep patterns change and, therefore, family patterns are in a constant state of flux, which takes its toll.

A recent study of rotating shifts and health erosion by Tasto and his co-workers at the Center for Research on Stress and Health studied the health and safety records and questionnaires from 1200 nurses and 1200 food processers who were divided about equally among four types of shift work - day, afternoon, night, and rotating. Rotators were found to have more accidents, stomach problems, cramps, colds, chest pains, fatigue, menstrual problems, nervousness, wheezing and sex problems than workers on permanent shifts had. (Science News, 12/12/78, v. 14, #24)

> Finding time to be together is not only a problem of time management but also a question of attitude. Joint discussion and planning do not happen and needs go unmet, needs for time alone as well as leisure time together. (VIII-C)

Sexual problems exist in both the jobless as well as the shiftwork life. Complaints range from too little to too much depending on individual self-concepts.

However, in several cases women who seemed to care deeply for their husbands and families were confused by what could be called sexual harassment. In some cases this was also true of men at home recovering from an injury incurred on the job. Most of the jobs held by spouses in this study were either manual or semi-skilled labor, and therefore, any injury that prevented full and safe mobility would place an energetic and frustrated man at home.

> Planning is a complex process involving the setting of goals, the breaking of goals down into specific objectives, the delineation of tasks and the scheduling and management of time for their completion. Since relatively few disadvantaged adults have learned effective planning skills, this needs to be dealt with specifically in all efforts to facilitate vocational development. In particular the problem of time management is great since most adults have multiple responsibilities and lack financial, transportation and other resources to make the most effective use of their time. Programs should focus on ways of helping adults incorporate new concepts of planning and time management into their busy lives. This involves multiple practice, effective monitoring, and revision of schedules until a new style is clearly learned. (Adkins, 1977, p. 43)

RECOMMENDATIONS

The essential notion of this Reconnaisance survey method is to obtain qualitative information on the life concerns and problems of the people that a life coping skills program is serving. The program "should be based on the life problems and concerns of the groups for which they are being

developed rather than being based on what professionals and the research literature consider to be their problems." (Adkins, p. 23) According to Adkins, there are seven suggested areas in which to improve and continue a Life Coping Skills (ABE) program with increased effectiveness:

1. The comprehensiveness of its offerings.
2. Staffing and facilities.
3. Younger and older student needs.
4. Improved counseling program.
5. Recruiting, retaining and orienting students.
6. Special services.
7. Curricula changes.

In terms of the H.O.M.E. Learning Center, the Life Coping Skills education has already extended into these seven areas, especially the first, sixth and seventh, but needs improvement in the first, because of a drop in its course offerings due to funding. The third is a very strong component of H.O.M.E.'s ABE program. All indications from past recruiting and this research are strong indictments for the fourth and fifth suggestions, especially since there is no counseling program now and a counselor could facilitate student orientation and retention. Thereby, H.O.M.E. needs support and confidence in its comprehensive programming for students which is concurrent, not serial, the co-ordination of educational, career and outreach services is stronger than ever with a great deal of interaction between reading and personal problem solving. However, due to a part-time teacher set-up

this interaction is not as smooth as it might be if teachers/ counselors were funded to be at the Learning Center for more hours to do the follow-up to insure that all the components of the Life Skills program were fulfilled for individual students.

Unfortunately, counselors still are not a mandate in long term funding plans in Adult Education. It seems destructive to have people let down, especially in Adult Education, by ending a counselor's job, because these people have been let down by a lifetime of inconsistent service.

Another important mandate would be for classes offered in the homes for Life Coping Skills, as a transition from outreach client to student. Emphasis here also would be on tutoring and study skills if a staff could be maintained. Inherent in this kind of a rural outreach program is transportation, which is an incentive for participants, especially single mothers, potential drop-outs, older citizens, and the recruitment of the most needy, who have neither car nor telephone.

> It is well known that adult education is regarded by some medical practitioners as a panacea for interpersonal ills and regarded by some participants as having therapeutic qualities. (Boshier, 1971, 16-17)

Adkins talks about adult education as a "dumping ground" for other agencies for people who need comprehensive social services and psychological services. Only recently has H.O.M.E. been consulted and sent referrals in advance. The Learning Center should have counselors and a mandate to work with clients. Too often H.O.M.E. calls counseling centers worried

about students only to find we were recommended but never advised by staff. Better co-operation is needed.

Student retention is related to meeting their problems and concerns, so that they feel these problems, both educational and personal, can be solved. If passivity and negative attitudes toward self-direction affects all progress, then success in both the personal and the educational must take place. Theyare interrelated and success in one leads to success in the other; yet few adult education programs can pay attention to personal problems and vocational development, and everyone needs a job. Yet, the work ethic is strong and psycho-social skills change behavior. Therefore, an emphasis in the above-mentioned areas coupled with some staff training in counseling and psycho-social development training are a beginning point for improved effectiveness in Life Coping Skills.

LIMITATIONS

This study has been presented with five limitations. First, it was limited to one segment of Adult Basic Education participants, Life Coping Skills students. Second, the number of interviews was curtailed at eighty, the intent being to interview forty completers and forty drop-outs of Life Coping Skills courses. Third and fourth, there was no control group, and, to date, no follow-up study. Five, there is a limitation on the data on drop-outs and completers of Life Coping Skills, Academic and Craft courses because

these courses were taken over a period of years and data on the sequence of courses was not analyzed.

CONCLUSION

From this survey and the answers there is agreement with Boshier and Darkenwald that attendance motives are only indirectly associated with course content. Participation as indicated in this study was affected by age, high school age children, level of high school completion and participation in Life Coping Skills courses, which were conducive to participation in academic courses. Students who were younger, had younger children, less high school education, and dropped out of Life Coping Skills courses were more likely to drop out of academic courses as well. A scrutiny of their needs and interests is indicated.

Considering the amount of supportive research and the effectiveness through its last year of use in this study, the Education Participation Scale is a good tool to use as a means of reaching Adult Basic Education life coping skills students. Not only is it quick and easy but also the responses have been the most convincing mandate for its use. People in this study were eager to express themselves after filling it out, they were not threatened; the questionnaire elicited real feelings that might, otherwise, not have surfaced.

A large area of interests has been indicated and only two courses are being offered, one a term. There used to be more and we need them now to meet the stated course interests

as well as the counseling needs, both psychological and vocational. It is important that H.O.M.E continue to foster small group discussion courses, not the lecture type in adult education. The guideline for this is nine students per class.

This data may be used by not only H.O.M.E.'s programs, but also by other Adult Basic Education programs, the Counseling Center, CETA and other programs providing rural social services in this area of Maine. This segment of the population has not been surveyed and they represent the target population. Their personal needs start with these representative responses.

This interview approach allowed the research to be enhanced by personal interviews and descriptions by the participants in their homes or at the H.O.M.E. Learning Center. The descriptive data expresses unresolved intrafamilial conflicts; it pointed out the need for creating programs that not only deal with individuals, but also with their families.

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APPENDIX A

HOME ADULT LEARNING CENTER

LIFE COPING SKILLS SURVEY

DATE OF BIRTH:_____ SEX: 1.___FEMALE 2. ___MALE

MARITAL STATUS:_____

LIST SEX AND AGES OF EACH OF YOUR CHILDREN (FOR EXAMPLE: MALE-14, FEMALE-9).

_____

_____

PRESENT JOB: SELF_____

SPOUSE_____

OTHER EMPLOYMENT _____

WHAT IS THE HIGHEST LEVEL OF EDUCATION YOU COMPLETED?_____

GRADE_____

WHAT IS THE HIGHEST LEVEL OF EDUCATION OF YOUR SPOUSE?_____

GRADE_____

ARE YOU CURRENTLY ENROLLED IN A COURSE AT H.O.M.E.?

___YES ___NO

WHEN WERE YOU LAST ENROLLED IN A COURSE AT H.O.M.E.?_____

WAS A SPECIAL NEED OF YOURS MET BY TAKING A LIFE COPING SKILLS COURSE? ___YES ___NO

IF YES, WHAT?_____

IF NO, WHAT WAS MISSED?_____

WHAT KIND OF A LIFE COPING SKILLS COURSE WOULD INTEREST YOU NOW?_____

CONFIDENTIAL

EDUCATION PARTICIPATION SCALE

Think back to when you enrolled for your course this year, and indicate the extent to which each of the reasons listed below influenced you to participate.

circle the category which best reflects the extent to which each reason influenced you to enroll.

There are 40 reasons listed. Circle one category for each reason.

Sometimes the "Much influence" category is on the right-hand side of the page, sometimes it is on the left.

No reason for enrolling is any more or less desirable than any other reason. Please be frank. There are no right or wrong answers.

START HERE:

1. To seek knowledge for its own sake	Much influence	Moderate influence	Little influence	No influence
2. To share a common interest with my spouse or friend	No influence	Little influence	Moderate influence	Much influence
3. To get professional advancement	Much influence	Moderate influence	Little influence	No influence
4. To become more effective as a citizen	No influence	Little influence	Moderate influence	Much influence
5. To get relief from boredome	Much influence	Moderate influence	Little influence	No influence
6. To carry out the suggestions of some authority	No influence	Little influence	Moderate influence	Much influence
7. To satisfy an inquiring mind	Much influence	Moderate influence	Little influence	No influence
8. To overcome the frustration of day to day living	No influence	Little influence	Moderate influence	Much influence
9. To be accepted by others	Much influence	Moderate influence	Little influence	No influence
10. To give me higher status in my job	No influence	Little influence	Moderate influence	Much influence

TO WHAT EXTENT DID THESE REASONS INFLUENCE YOU TO ENROLL IN YOUR ADULT EDUCATION CLASS?

11. To add to a narrow earlier education	Much influence	Moderate influence	Little influence	No influence
12. To stop myself becoming a "vegetable"	No influence	Little influence	Moderate influence	Much influence
13. To get knowledge to help with other educational courses	Much influence	Moderate influence	Little influence	No influence
14. To fulfill a need for personal associations and friendships	No influence	Little influence	Moderate influence	Much influence
15. To keep up with competition	Much influence	Moderate influence	Little influence	No influence
16. To escape the intellectual narrowness of my occupation	No influence	Little influence	Moderate influence	Much influence
17. To participate in group activity	Much influence	Moderate influence	Little influence	No influence
18. To increase my job ability	No influence	Little influence	Moderate influence	Much influence
19. To gain insight into my personal problems	Much influence	Moderate influence	Little influence	No influence
20. To help me earn a degree, diploma, or certificate	No influence	Little influence	Moderate influence	Much influence
21. To escape television	Much influence	Moderate influence	Little influence	No influence
22. To prepare for community service	No influence	Little influence	Moderate influence	Much influence
23. To gain insight into human relations	Much influence	Moderate influence	Little influence	No influence
24. To have a few hours away from responsibilities	No influence	Little influence	Moderate influence	Much influence
25. To learn just for the joy of learning	Much influence	Moderate influence	Little influence	No influence
26. To become acquainted with friendly people	No influence	Little influence	Moderate influence	Much influence

TO WHAT EXTENT DID THESE REASONS INFLUENCE YOU TO ENROLL IN YOUR ADULT EDUCATION CLASS?

27. To provide a contrast to the rest of my life	Much influence	Moderate influence	Little influence	No influence
28. To get a break in the routine of home or work	No influence	Little influence	Moderate influence	Much influence
29. To improve my ability to serve mankind	Much influence	Moderate influence	Little influence	No influence
30. To keep up with others	No influence	Little influence	Moderate influence	Much influence
31. To improve my social relationships	Much influence	Moderate influence	Little influence	No influence
32. To meet formal requirements	No influence	Little influence	Moderate influence	Much influence
33. To maintain or improve my social position	Much influence	Moderate influence	Little influence	No influence
34. To escape an unhappy relationship	No influence	Little influence	Moderate influence	Much influence
35. To provide a contrast to my earlier education	Much influence	Moderate influence	Little influence	No influence
36. To comply with the suggestions of someone else	No influence	Little influence	Moderate influence	Much influence
37. To learn just for the sake of learning	Much influence	Moderate influence	Little influence	No influence
38. To make new friends	No influence	Little influence	Moderate influence	Much influence
39. To improve my ability to participate in community work	Much influence	Moderate influence	Little influence	No influence
40. To comply with instructions from someone else	No influence	Little influence	Moderate influence	Much influence

CONFIDENTIAL

Here are some questions to see how some important things in our society affect different people. Each set has two choices: a or b. Please check the one you more strongly believe is true for you. Please be sure to choose the one you really believe to be more true. Do not circle the one you think you should choose or that you would like to be true. We want to know your own beliefs. There are no right or wrong answers.

Please put a circle around the letter of the sentence you choose. Answer these carefully, but don't spend too much time on each one. Please do all of them.

In some cases you may feel that you believe both sentences - or neither one. Be sure to choose the one you more strongly believe to be true for you. Also, try to answer each one without thinking about your other answers. Thank you.

1. a. Many children get into trouble because their parents punish them too much.
   b. The trouble with most children nowadays is that their parents are too easy with them.

2. a. Many of the unhappy things in people's lives are partly due to bad luck.
   b. People's troubles come from the mistakes they make.

3. a. One of the main reasons why we have wars is because people don't take enough interest in politics.
   b. There will always be wars, no matter how hard people try to prevent them.

4. a. In the long run people get the respect they deserve in this world.
   b. Unfortunately, a person's worth often goes unrecognized no matter how hard he tries.

5. a. The idea that teachers are unfair to students is nonsense.
   b. Most students don't realize how much their grades are influenced by unexpected things.

6. a. Without the right breaks, one cannot be a good leader.
   b. Able people who fail to become leaders have not used their opportunities well.

7. a. No matter how hard you try, some people just don't like you.
   b. People who can't get others to like them don't understand how to get along with others.

8. a. Heredity plays an important part in deciding one's personality.
   b. It is one's experiences in life which decide what they're really like.

EDUCATION PARTICIPATION SCALE FACTOR SCORING

Factor I Professional Advancement	Factor II Social Welfare	Factor III Escape/ Stimulation
3	4	5
10	9	8
11	19	12
13	22	16
15	23	21
18	29	27
20	31	28
30	33	34
32	39	35
Total =	Total =	Total =
Mean =	Mean =	Mean =

Factor IV Social Contact	Factor V Cognitive Interest	Factor VI External Expectations
14	1	2
17	7	6
24	25	36
26	37	40
38		
Total =	Total =	Total =
Mean =	Mean =	Mean =

9. a. If students did their homework, tests wouldn't seem unfair.
   b. Many times exam questions seem to have nothing to do with homework, so studying is really useless.

10. a. I have often found that what is going to happen will happen.
    b. Trusting to fate has never turned out as well for me as making a decision to take a definite course of action.

11. a. Being successful means hard work, luck has little or nothing to do with it.
    b. Getting a good job depends mostly on being in the right place at the right time.

12. a. Most citizens can have little to say in government decisions.
    b. This world is run by the few people in power, and there is not much the little guy can do about it.

13. a. When I make plans, I am almost sure that I can make them work.
    b. It is not always wise to plan too far ahead because many things turn out to be a matter of good or bad fortune anyhow.

14. a. There are some people who are just no good.
    b. There is some good in everybody.

15. a. In my case getting what I want has little or nothing to do with luck.
    b. Many times we might as well decide what to do by flipping a coin.

16. a. Who gets to be the boss often depends on who was lucky enough to be in the right place first.
    b. Getting people to do the right thing depends on ability, luck has little or nothing to do with it.

17. a. In world affairs most of us are the victims of forces we cannot understand or control.
    b. People can control world events if they take an active part in political and social matters.

18. a. Most people don't know how much their lives are controlled by accidental happenings.
    b. There really is no such thing as "luck".

19. a. One should always be willing to admit mistakes.
    b. It is usually best to cover up one's mistakes.

20. a. It is hard to know whether or not a person really likes you.
    b. How many friends you have depends on how nice a person you are.

21. a. In the long run the bad things that happen to us equal the good ones.
    b. Most bad luck comes from lack of ability, ignorance, laziness, or all three.

22. a. With enough effort we can wipe out wrongdoing in government.
    b. It is a difficult thing for people to have much control over the things politicians do in office.

23. a. Sometimes I can't understand how teachers arrive at the grades they give.
    b. There is a direct connection between how hard I study and the grades I get.

24. a. A good leader expects people to decide for themselves what they should do.
    b. A good leader makes it clear to everybody what their jobs are.

25. a. Many times I feel that I have little to say about the things that happen to me.
    b. It is impossible for me to believe that chance or luck plays an important part in my life.

26. a. People are lonely because they don't try to be friendly.
    b. There's not much use in trying too hard to please people. If they like you, they like you.

27. a. There is too much emphasis on sports in high school.
    b. Team sports are an excellent way to build character.

28. a. What happens to me is my own doing.
    b. Sometimes I feel that I don't have enough control over the direction my life is taking.

29. a. Most of the time I can't understand why politicians behave the way they do.
    b. In the long run the people are responsible for bad government on a local level.

BIOGRAPHY

Deborah Krichels Wilson was born on August 21, 1942 in Pittsfield, Mass. She graduated from Abbot Academy, Andover, Mass. in 1960 and from Manhattanville College, Purchase, N.Y. in 1964 with a Bachelor of Arts degree in English Literature and a minor in Languages and Music. Following her graduation she was a clerical research assistant in two university libraries, a Head Start teacher in Philadelphia, Pa. and Somerville, Mass., and worked on an alternative education project with the Cambridge Institute's New City Project.

In 1971, she moved to Maine to build a homestead with her family. She has been working with the H.O.M.E. Learning Center, Orland, Maine, since 1972 teaching and developing Life Coping Skills courses and Language Arts. She has been on the boards of two alternative schools as well as a parent volunteer in the local school system. She has served on two state task forces, one on high school alternatives and another on gifted children. Currently, she is a member of the staff and the Planning Committee at the H.O.M.E. Learning Center, the Maine Association for Public School Adult Education (MAPSAE), the Bucksport Regional Health Center, and the Acadia Choral Society.

In 1974, she enrolled for graduate study at the University of Maine in Orono in the School of Human Development with a major in Child Development and Family Relationships. She is a candidate for the Master of Science degree in Human Development in August, 1979.